

# JUNIOR COLLEGE JOURNAL

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## Wider Horizons and New Obligations

[EDITORIAL]

A NEW OBLIGATION rests upon every member of every junior college faculty in the United States. It is an obligation imposed by the exigencies of the time in which we live. It has been brought on in part by the war and will be emphasized by the problems of the peace. Some phases of it would have arisen sooner or later regardless of the war.

There are several aspects to this problem. In the first place, the methods of teaching must be subjected to the most searching questions. There is no doubt that the methods used by the Army are going to influence, perhaps profoundly in some particulars, the teaching methods in American colleges and universities. The junior colleges must be alive to the possibilities of these new methods, must hold fast to that which is best in the traditional methods, but must be ready to change wherever improvement may be indicated.

In the second place, immediately after this war is over millions of young men (and not a few young women) will return from overseas, their outlook broadened, their sympathies enlarged, their concept of the place of the United States in world affairs profoundly influenced.

My mail brings letters daily from former students. These letters are from

India, from England, from Africa, Sicily, and Italy, from the Aleutian Islands, from the far reaches of the Central and South Pacific. The young people who write these letters will be the voters of tomorrow and in a very peculiar sense the mainspring of American public opinion. The individual members of the junior college faculties must keep in touch with these young people—in many cases their former students—and must not only know what they are thinking but also must think with them. In many cases this will indicate for us of the faculties the obligation to broaden our outlook, by travel and by other means.

Finally, these wider horizons will influence the content of the junior college courses. Certainly that will be true with regard to political science and geography. It will be true also in every other department. One young man tells of his visits in homes of Australia and of their interest in the labor-saving devices in American homes. That interest is going to find expression after the war in an enlarged concept of international trade and of industry. Another young man writes of the agriculture of Italy—an agriculture which still rests in large measure in the shadow of the past. Both Italians and Americans will have

something to say about that after the war, and it will be appropriate that we have something to say also in our junior college classrooms regarding the new challenge and the new opportunity. A young woman writes from New Zealand regarding the work of nursing in that far-off dominion. Already it is obvious that pre-nursing courses in the junior college must take account of this enlarged concept of the place of nursing in the new world. A young woman, formerly one of our instructors in physical education, has considerable responsibility in connection with one of the Naval flying fields. When she returns, she will bring with her this enlarged point of view. The story could be continued indefinitely.

We think most obviously, of course, of the political machinery to take care of new world concepts, and that naturally will call for careful thinking and enlarged outlook on the part of the people who teach that particular subject. But this is only a beginning. Every aspect of our educational program must in a measure be revised to meet the new conditions.

Fortunately, the junior college is still near enough to its beginning so that it has the outlook of the pioneer. Adaptation to new points of view has been part of its very being. That same adaptation must in a large measure be woven into the very texture of its existence for the next quarter of a century.

Without in any way minimizing the work of the men in combat, there is a growing recognition in America that in other aspects of the conflict there have been accomplishments unprecedented in the history of warfare. The part played by industry is a case in point. The work of the engineers, of the construction battalions, and of

others who have worked with them probably has no parallel in scope and in effectiveness in the history of the world.

This is true in very large measure because of the fact that there has been a very large group of men and women in America whose education has fitted them for these particular tasks. That same great reservoir of educated people must be drawn upon for the problems of the peace. More than that, our schools (and in this the junior colleges will have a large part) must develop a reservoir of trained leaders in another field—the field of international thinking and planning. Only if America provides this new leadership will she maintain the position to which she is entitled abroad and the position which we want to see her occupy at home.

CHARLES J. BOOTH

#### DOCTORAL DISSERTATIONS

Three dissertations in the junior college field are included in the fourteenth annual list of "Doctors' Dissertations Under Way in Education," compiled by Carter V. Good, of the University of Cincinnati. This list, for 1943-44, was published in the *Journal of Educational Research* for January 1944. Author, title, institution, and name of the sponsoring faculty member or members are as follows:

Hunt, Grace C. "Planning and Initiating a Two-Year Program in Arkansas Polytechnic College for Students Who Expect to Teach in the Rural Elementary Schools of the Mountainous Sections of North Arkansas." Columbia University. Dunn and Evenden.

Kilburn, Hyrum P. "Procedures in Developing Terminal Courses of Study in Junior Colleges." Stanford University. Almack.

Sharpe, Donald M. "Problems and Procedures in Reconstructing the General-Education Program of the Joliet Township High School and Junior College." University of Illinois. Smith.

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## Serving Our New Postwar Clientele

ROYAL R. SHUMWAY

**I**F JUNIOR COLLEGES are to make any worthwhile contribution to educational progress after the war; if they are really to do something for those who ask for help; we must find as clear and definite answers as we can to three questions. The answers will vary with the type of institution, so that the answers in one junior college may not be the answers for another only a hundred miles away. More than that, the answers cannot be evolved from your inner consciousness as you relax in a rocking chair. They will take work and plenty of it. Our first answers will be only approximations which we will be under the necessity of continually revising as the details of the postwar picture become clearer to us.

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ROYAL R. SHUMWAY is assistant dean of the College of Science, Literature, and the Arts of the University of Minnesota. He has been chairman of the University's Committee on Relations to Other Institutions of Learning ever since its organization, 29 years ago, and in that capacity has taken a constructive interest in the junior college movement ever since its beginnings in Minnesota. When, in appreciation, the Minnesota Junior College Deans Association presented Dean Shumway several years ago with sustaining membership in the American Association of Junior Colleges, its secretary wrote: "Dean Shumway has fathered the Minnesota Association and been of invaluable service to the individual colleges in countless ways. His interest more than that of any other individual has kept our junior colleges 'on the beam.' His position gives him great influence for determining the fate of junior colleges in this state. His sympathetic understanding of our problems plus his willingness to devote time and effort to the solution of our difficulties make him by unanimous agreement the number one man of the junior colleges in Minnesota." Dean Shumway is one of the "patriarchs" of the American Association of Junior Colleges, having attended its organization meeting in St. Louis 25 years ago.

These questions are: (1) Whom shall we teach? (2) What shall we teach? (3) How shall we teach? I wish to point out some of the supplementary problems which must be solved if we are to find any answers at all to these questions.

There is, of course, one cheap and easy answer corresponding to the phrase, "business as usual." In other words, let the junior college go on as before the war in just the same way. If those who ask our aid are not satisfied with what we do for them, let them go elsewhere. I admit there is a strong temptation to let well enough alone, but the history of the junior college indicates that it has never before been satisfied with that attitude, and I am certain it will not be now.

### *Whom Shall We Teach?*

Who are the people who will be asking us to teach them? What will be their background and from what groups will they come? First comes the regular, normal high school graduate. He has proceeded through his previous education at the regular rate or possibly with some acceleration the last year or two. It cannot be said, however, that he will have the same outlook on life as a high school graduate of perhaps six or eight years ago. The fact that the boy has been looking forward to entry into the armed forces and the girl into defense work of some kind must have affected their thinking. To what extent and in what direction it is up to us to find out. This is just the first of the little problems which greet us on this path.

Then there is the group of men re-

turning from the war whose education was interrupted by the war or who had closed their formal training some time before they entered the war but have been made by its experiences to wish to resume it. In this total group there are sure to be some who have not finished high school and who will very definitely refuse to return to it. The desire of some of the members of this group for an education is quite likely to be influenced by the fact that they will receive government financial aid.

Corresponding to this group from the armed services will be the group from industry. Again we shall have the same subdivisions of those who have finished high school, those who have not, and those who have interrupted a college course. We are also likely to have a number of persons who have not been able previously to continue their education for financial reasons but who now are able to do so because of their increased earnings during the emergency. They are likely to be over-age and well motivated.

I do not mean to suggest by this classification that all of these groups are sure to be represented in each junior college, but some of them are bound to be there and it will be our problem to discover, as time goes on, which they are, because the plans for the program of courses offered will have to be based largely on the type of students we will have in our classes. Just how definitely we can determine who are to be our students is hard to predict, but it should be possible for a junior college in any given community to gain some idea of the kind of persons who will turn to it after the war.

#### *What Shall We Teach?*

As has just been suggested, the answer to the second question—What

shall we teach?—depends somewhat on the kind of people we are trying to teach, but even if and when we have the answer to our first question we still have many problems to solve before we have completely answered our second.

The junior colleges started out as nothing but the first two years of college and university training. One but needs to recall the meeting at St. Louis in 1920 when the American Association of Junior Colleges was formed, and the statement made by the head of one of the larger junior colleges that his institution offered the first two years of every curriculum offered by the university of his state except agriculture. At that time he was the object of envy; now we should consider him a subject for prayer. The fact is the junior college has gone far beyond the idea that its primary function is to give two years of standard college work. It has discovered a much wider field of usefulness. One hesitates to raise the question as to whether the junior college is justified in offering the first two years of standard academic curricula, as there is not the place for its complete discussion. One must say, however, that perhaps it might be possible to set up courses which do a better job than our present courses do of developing our students into useful and enlightened citizens and at the same time lay a foundation for further study.

Another problem which immediately arises is the one concerned with vocational training. Only a few years ago we were told that an important function of the junior college was to give the high school graduate some training as well as to occupy his time before industry was ready to receive him. Now the question is, how soon after the war will there be a place in industry for these



young people now growing up or the groups of somewhat older persons who have left industry for further training. Indeed, will those who have left industry wish to return to it at all? Will there not be numbers of persons who after their experience in industry are anxious to enter fields where further academic training is necessary and yet who have not the intellectual ability to profit by such training? No one knows the answer to these questions and I doubt if we shall ever completely agree on the answers anyway, but as we come closer to the end of the war each junior college will have a more distinct idea of the kind of an answer which will apply in its particular case.

One cannot think of the junior colleges after the war as being all alike, doing exactly the same thing in exactly the same way. We should think of them as perhaps widely diversified, doing different things or even doing the same thing differently. There will, however, be for all of them one fundamental objective—the development of social intelligence and personality.

With this variety in program and objective it will probably be impossible for each junior college to offer the training which is best for each individual. This raises the question of the advisability of the interchange of students between junior colleges so that each student has the opportunity to follow the program for which he is best fitted.

Again the very practical problem of the relation of some of the courses which may very possibly be offered for university credit comes before us. It is one of those problems which will take time to work out but which will not be impossible of solution as we get a clearer and clearer picture of what we need to do.

Another question is involved in the second one asked, namely, what sort of a world must we prepare these people to live in after the war? One may be certain it will be a much wider world, or, if you prefer, a world in which we shall be brought into much closer contact with nations about whom we previously knew very little. This might very well imply that in thinking of vocational training we ought not to limit ourselves merely to opportunities in this country.

### *How Shall We Teach?*

The answer to the third question depends to a considerable extent, as does the answer to the second, on the kind and quality of the people we are trying to teach, but there are some facts that we ought to take into consideration.

A considerable body of evidence has been collected to show that energy and capacity for productive work come early; maturity of judgment and those qualities which contribute to effective leadership usually come later. Now we have, as it were, staked out a certain claim on a student's years, and this claim covers part of the time when he should be getting his start in life. In other words, we have been robbing some students of time which should have been given to production rather than to preparation. If that is true for the student who proceeds in the normal manner, how much more important is it that we put no obstacles in the path of the student who has been forced to give up his studies either to go to war or to enter industry.

This will have several implications. First, it means that we shall have to abandon conventional methods of instruction, which are geared usually to the average member of the class, in favor of methods which permit a stu-



dent to proceed as rapidly as his background and ability will allow. Attempts to discover feasible methods will require time and effort. Perhaps this emergency, when classes are small and the instructional staff is not too pressed for time, is the opportunity to carry on such experimentation.

Again we should remember that the learning process is not confined to the classroom; that all the experiences of life contribute to our development, and those who have been away from formal study for some time may have been involved in situations which have contributed much to their intellectual growth. We shall have to attempt to evaluate that experience and adjust our program so that it is recognized. We shall have bright, alert boys in the armed forces who may not previously have been 100 miles from home, who now have had at least some of the experiences of foreign travel.

But perhaps the most important implication of all this is that after all we shall be treating our students as individuals, and if we are to set up the most satisfactory program possible for the individual, we must know him completely; his abilities, his experiences, his emotional reactions. In other words, we must have a guidance program which requires the securing of the total picture of the individual and proceed on that basis to help him to utilize the facilities of the school in the most efficient manner possible. That will take specialists. It may be impossible for each junior college to command the entire services of such a person, but perhaps it may be possible for a group of neighboring institutions to combine in some way to obtain that assistance. Moreover, the staff of the junior college could be trained to assume a considerable portion of such a burden.

This is all to the advantage of our educational procedure, since the tendency in some places has been for the counselors and the instructors to form two hostile camps and spend too much of their energy in unhelpful criticism of each other.

One can be reasonably certain that the success of our efforts to give the students the education they need and want depends largely on our guidance program. Such a program is absolutely essential in the case of those who have been through the bitter experiences of participation in actual warfare. The emotional strain they have undergone cannot fail to have its effect on their personality and must be recognized.

Although the junior college is not the only educational institution which must face these problems, it probably has more at stake than any of the other types; first, because it serves an age group that has been particularly affected by the war and, second, because to many minds it has not yet completely demonstrated its right to a place in our educational system. Success in meeting the challenge is therefore almost essential to its existence.

To demonstrate its right to exist the junior college must have leadership, but also it must have the benefit of the most careful thinking of every individual connected with the institution. If for want of a nail a battle was lost, then it is equally true that for want of constructive criticism on the part of an instructor who sees how some detail will work in the classroom, a whole plan may fail.

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The junior college makes education more available and less expensive.—  
E. H. Hudson, in Mexia (Texas)  
*News.*

## Ex-Students Judge Their Junior College

MERLE E. CAMPBELL

NINE YEARS AGO this fall the city of DuBois entered the junior college picture with the establishment of the DuBois Undergraduate Center of The Pennsylvania State College. Our junior college unit is similar in size and organization to the other three Undergraduate Centers of The Pennsylvania State College, located in Altoona, Hazleton, and Pottsville. Originally limited in scope by inadequate quarters and a small faculty, DuBois reached full junior college stature in 1938 with the occupation of its present quarters in the old DuBois Mansion. Its active membership in the American Association of Junior Colleges dates from 1939.

### *Survey Aims and Procedures*

Since its inception the DuBois Undergraduate Center has kept in step with the precepts, philosophies, and general aims of the junior college movement. Now, after nearly a decade of participation in the junior college field, it has been decided that an attempt should be made to ascertain whether our philosophies have in fact been successful in application, or whether they have remained in the nebulous state sometimes typical of educational theories.

As a first step in our self-evaluation process it was decided that the survey

should be done by mail, and by questionnaire. Of the 20 questions which were finally selected for our questionnaire, all but three were of the objective, "check on" type. The remainder, of the essay type, sought expression of original student opinion.

It was planned that for the time being our survey should be limited in scope. Issuance of 100 questionnaires, it was believed, would give us an accurate and critical profile of our program, particularly in view of the ex-student group selected for testing. Two main factors entered into this selection:

1. Questionnaires were to be sent only to those students who had continued their education at a senior college after leaving the DuBois Undergraduate Center. Our student body is, normally, made up largely of non-terminal students. Sending questionnaires to senior college students, moreover, would reveal how effective our philosophies have been in comparison with the aims and techniques of the senior college and, in addition, would tell us whether the junior college is an effective agent in the preparation of students for their junior and senior work.

2. Ex-students receiving questionnaires would be selected only from the upper brackets—those who had shown themselves to be well-rounded individuals from a standpoint of scholarship, development of character, and interest and participation in student activities. It should be pointed out that this type of selection definitely did not restrict us to the use of "super students." Our mailing list, finally, included local as well as non-local students, critics as well as friends.

It was felt that a group of this nature would be best fitted to make our limited attempt efficient, valid, and constructive. This group was the best-prepared, according to our standards, to offer the logical, reflective type of judgment that we wished to have. As a result of this type of selectivity it was hoped that many of the shallow judg-

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MERLE E. CAMPBELL has been on the faculty of the DuBois Undergraduate Center of Pennsylvania State College since 1939. During most of 1942 he was away from DuBois, serving as Assistant to the Supervisor of Undergraduate Centers, and Assistant Coordinator of Instructors for ESMWT, at Pennsylvania State College. In November 1942 he returned to DuBois to become Acting Administrative Head of the institution, a position which he still holds.

ments and emotional opinions sometimes produced by inferior students might be largely eliminated. Testing of a group of inferior students, or even an "average" group, it must be admitted, would produce valuable data on the functioning of the junior college, but for our particular purposes it seemed that our selective survey would give best results.

### *Survey Questions and Results*

Out of the 100 questionnaires distributed, we were pleased to have 72 completed forms returned. Objective questions and the answers returned were as follows:

1. *Do you believe that attending the DuBois Undergraduate Center made the transition between college work and high school easier for you than if you had gone directly to a four-year college?*

To this question no less than 60 students replied "yes," as compared to a negative vote of 12. It is significant to note, too, that the major criticism of the 12 negatives—this information appeared in the essay-type section—was that although they were actually "juniors" in their third year of college, they were in fact no better informed about activities, traditions, customs, and procedures at the senior college of their choice than the greenest freshman. Just how this particular problem can be solved is a moot point. In the case of students who go on to the main campus of The Pennsylvania State College, we can make some definite preparations for a more satisfactory transition; in the case of students going to other senior institutions, this problem will probably have to remain largely unsolved.

2. *Did you find your DuBois instructors more sympathetic or less sympathetic to your problems than in-*

*structors you met later at another institution?*

The usual junior college assumption is that its instructors, as a result of being in close touch with students, understand them better, appreciate their problems more, and offer more help to the student than is possible at larger senior colleges. On this question, 63 students voted "more sympathetic," 5 indicated that there was no appreciable difference, while only 4 out of 72 stated that our instructors were "less sympathetic." A favorable response, then, came from 88 per cent of those questioned.

3. *While a student at the DuBois Undergraduate Center, did you feel that as an individual you were more important, your presence felt more, your opinions possessive of greater weight and influence than during your later attendance at another college?*

This question was designed to reveal just how much weight we have been placing on the importance of the individual rather than the group in our academic and activity pursuits. Once again students voted favorably toward institutional procedures, 62 to 10, or 86 per cent affirmative.

4. *Do you think, in general, that in all-around ability DuBois Undergraduates Center instructors were superior, inferior, or equal in ability to instructors you met later?*

The contention of the junior college is, of course, that its instructors should be well-rounded individuals whose academic interests are not strictly confined to their own professional field, and whose personalities fit them for the close contact between students and instructor, and instructor and community, typical of most junior college situations. The criticism sometimes heard, then, is that the instructor in

this type of educational institution must sacrifice something academically in order to develop the attributes needed in this particular field of teaching. This question was intended to reveal just how our instructors do compare to other educators outside the junior college boundary.

On this issue the students had a choice of checking "superior," "inferior," or "equal to." The results showed that 92 per cent had voted "superior" or "equal to." Broken down, the vote found 52 students checking "equal to," 14 "superior," and only 6 "inferior."

5. *Did you find it easier to meet and talk with your advisor at DuBois than at the institution where you continued your college work?*

On this question we expected a rather complimentary vote, for in our estimation the advisory program has always been one of our strong points. It seems plausible, in addition, that in a program of individual emphasis, with excellent student-instructor relations, a generally friendly atmosphere, and a relatively small group involved, the student would feel more at ease in approaching his advisor on college problems. The returns here showed the affirmatives outweighing the negatives 47 to 20, with 5 students indicating there was little difference. This gave us 65 per cent of the total vote as favorable, a loss of approximately 20 per cent under the first four questions!

6. *Please rate our Guidance Advisory program at the DuBois Undergraduate Center.*

Question six is clearly related to the foregoing issue, and was expected to reveal additional information on the guidance program and, incidentally, check the validity of the responses to Question five. Here the student

checked one of four ratings—superior, good, fair, or poor. The vote was: Superior, 17 (24 per cent); good, 39 (54 per cent); fair, 14 (19 per cent); poor, 2 (3 per cent).

The figures here seem to bear out the testimony in the previous question rather well. The program, to all intents, functions with average efficiency, hitting neither the heights nor the depths of advisory attainment.

7. *After you left the DuBois Undergraduate Center did you find that the quality of your academic work at your new college improved, deteriorated, or remained the same?*

Results showed 25 students voting "improved," 31 indicating that their work had remained the same in quality, while 16 checked "deteriorated." In our estimation we had done at least an adequate job of preparation if the student improved or maintained the same pace that he had established at DuBois. Following this theory, then, 56 students, or 78 per cent, had voted favorably on junior college preparation. Indications appearing in the essay questions are that the deterioration setting in on the work of the 16 students may have been the result of one or more factors, including the difficulty of adjusting to large classes, a sudden overemphasis on student activities, an abrupt change into a more or less impersonal atmosphere, and, in some cases, the overstraining of one's faculties in striving to make up lost ground in certain specialized technical fields. Here, obviously, is a warning that in some instances perhaps too much emphasis on the individual may develop dependency traits which will prove a handicap later.

8. *Do you believe that the type of classroom training you received at the DuBois Center made your later college*



*work easier or more difficult for you?*

This question was included because there have been times when we have felt that perhaps close attention had rendered a disservice to students who, upon embarking on their junior and senior work, suddenly found themselves "alone" and thrown entirely on their own resources, much like the paperhanger whose ladder has suddenly disappeared from beneath his feet. This is contrary to the philosophy of the junior college, which contends that the student who has received close attention and has established correct study habits from the beginning is better able to take care of himself academically when he is compelled to operate on his own initiative.

We were pleased to note that only 7 students out of 72 felt that the type of training they had received with us made their later work more difficult. Fifty-eight voted "easier," while the remaining 7 indicated that there had been no great difference. Once again we felt that if a student voted "easier" or "no difference" it was an indication that our program was functioning properly.

9. *Please rate each one of the following parts of our general program in terms of "A," "B," and "C." "A" is good, "B" is fair, "C" is poor.*

Answers to this question have been tabulated as follows:

Program	"A"	"B"	"C"
Subject matter presentation . . .	44	27	1
Guidance-advisory program . . .	39	30	3
Student government . . . . .	35	27	10
Emphasis on individual student . .	54	16	2
Student-instructor relations . . .	58	12	2
Student activities . . . . .	38	30	4
Quality of instruction . . . . .	43	29	0

We were especially pleased by the fact that out of 504 ratings made on this question only 22, or 4 per cent of the total, appeared in the "C" or poor

class. Surprisingly enough, about half of the "C" votes came on student government, considered a strong point here. This indicates a definite need of study and reorganization of this program, and is the type of constructive criticism we had hoped to evoke.

10. *Having gone through the ritual yourself, do you feel that freshman customs should be eliminated at the DuBois Undergraduate Center?*

This question has been a very large bone of contention here for some years. Opposition to customs has been strong at times in the past; it was figured, therefore, that since the students being tested had undergone a "cooling-off" period and had been disinterested long enough to be able to think the question over calmly, their responses would be rather conclusive. We were quite startled by the consensus expressed when votes were tallied on this heretofore highly controversial issue. Sixty-five students voted "No"; only 7 felt that customs should be eliminated. Ninety per cent of those tested, then, believed that freshman customs should be retained. Apparently it was the opinion of the majority of the students, judging by later comments made in essay questions, that customs were important because they promoted a strong class spirit, a feeling of comradeship, a certain solidarity.

11. *Do you believe that the creation of a social fraternity and sorority at the DuBois Undergraduate Center would add to the social life of the institution?*

Since its inception the DuBois Center has frowned on the creation of any formal social organization. This policy was instituted in order to avoid petty discrimination of various types and so that the institution itself, with a small student body, would be the center and core of a democratic social program.



As a result of some agitation and pressure for a formal organization during recent semesters, this question was included. Our philosophy on this issue was sustained by a vote of 45 to 27 against the creation of any social organization outside the college itself. Interesting is the fact that many students out of the 65 per cent voting against a social fraternity here were fraternity or sorority members at senior colleges.

12. *Would you recommend the continuation of our weekly assembly period?*

One of the criticisms sometimes leveled at the DuBois Undergraduate Center is that in producing a weekly assembly program, or "chapel" period, we are maintaining a high-schoolism and, consequently, are making the junior college student feel that perhaps, after all, the institution he is attending is simply a glorified high school. We were greatly surprised, therefore, to find that on this question the vote came close to being unanimous, with no fewer than 71 students (99%) voting for a continuation of the assembly period, as against one lone dissenting voice.

13. *Do you believe that our guidance-advisory program would be strengthened if each student were required to confer with his advisor once each week?*

Student guidance here is based on a plan whereby the student has, in addition to his classroom instructors, a faculty advisor who is in close touch with the student academically and otherwise. The program has always been on a voluntary basis; that is, the student goes to see his advisor on his own volition or, conversely, when the advisor asks that he appear. Under this system it has been found in many cases that the student, for various rea-

sons (for example, to avoid being labeled an "apple polisher," or a "hand-shaker") hesitates to seek counsel on his own initiative. We were interested then, in finding out whether our students might prefer to have student-advisor conferences definitely scheduled as a regular, required meeting once each week. On this issue the vote was extremely close: 35 students voted "yes," 37 voted "no." It seemed, therefore, in order to avoid a suggestion of regimentation, that the present plan should be maintained, even though the voting on the point in question was nearly even.

14. *Do you believe that DuBois Undergraduate Center "parties" and "open houses," as you have known them, should be retained as part of our social program?*

Question 14 is closely linked with Numbers 11 and 12. Again the vote here was expected to reveal whether or not a social fraternity might be a good thing for our campus, and whether or not all-college social functions as they operate now are adequate enough in scope and quality to further a student's social well-being. We wished here, too, to probe again into the matter of high school flavor in a college program. We were pleased to observe that the tally was in keeping with related issues, and that a second near-unanimous vote was polled. As in Number 12, the vote was a hearty 71 to 1 in favor of perpetuation of our present social set up. On these three issues, therefore, we are fairly well satisfied that our basic philosophies and techniques have been sound and well-applied.

15. *If you were about to begin your college work over again would you, in the light of what you know about junior college education, elect to begin once*

*again at the DuBois Undergraduate Center?*

This question and the following two, we felt, would reveal in rather sharp focus how effective our program has been as a whole and, in general, what sort of future junior colleges might expect once the war has ended and education is allowed to flourish uninhibited again. These last three questions would sum up our whole program.

On this question the tabulation showed a stimulating and heartening vote of confidence in the junior college movement in this area. Fifty-six students, 78 per cent of those voting, checked "yes" on their questionnaires, while 16 voted "no." It is interesting to note that many of those checking "no" on their sheets expressed themselves as being entirely satisfied with many phases of their junior college education, but qualified this opinion with a statement to the effect that in certain highly technical or specialized fields an unbroken, four-year tenure in a senior college would in their estimation be desirable.

16. *Having been a junior college student yourself, are you sufficiently impressed with the benefits of junior college training that you would consider sending your own children to such an educational institution?*

Here were students who had attended both a junior and a senior college. It was likely that their own children would see college some day. Would it be, then, a junior college first? As closely related as the issues involved in Questions 15 and 16 were the opinions voted by students. The tally here proved to be 79 per cent affirmative, with 57 students voting "yes" as opposed to 15 negatives.

17. *Generally speaking, did you find more happiness as a student at the*

*DuBois Undergraduate Center than at the institution where you continued your college work?*

This question was placed on our list because we believe that, in general, student happiness is an outgrowth of many factors: Success in academic pursuits; success in student activities; compatible living conditions; pleasant relationships with fellow students and faculty members. On this question the student was asked to check one of three blocks: "yes," "no," or "no difference." Students voting "yes" on the question numbered 30, 17 checked "no" on their questionnaire, while 25 indicated that in their opinion there had been no appreciable difference. All in all, then, only 17 students out of the 72 voting had found a happier existence at a senior college. If we can continue to make 76 per cent of our students happy, satisfied, and reasonably successful in their work during their first two years in college then, we feel, our program has been moderately successful.

#### *Resume of Essay Opinions*

The first of the essay-type questions, in which original student opinion was solicited, asked the student to indicate "three things he liked best about his education at the DuBois Undergraduate Center." From this, and the alternative question which followed directly, we hoped to get student opinion which would be altogether free of institution-inspired questions. Apparently the factor best liked by the majority of the students polled was student-faculty relationships. Again and again this particular part of our program was praised by students; it indicates to us that here the junior college has a tremendous advantage over the senior college not only from a standpoint of size alone, but

rather with respect to the type of instructor ordinarily found in the junior college.

In direct relationship to the foregoing comment was the student opinion concerning "family feeling," the feeling of "belonging" to an institution, which appeared in many questionnaires. Here, of course, the small college has a great advantage in promoting coherence among its constituents as opposed to the impersonal large university, but size alone, on the other hand, could not possibly build up this atmosphere. It was pointed out, too, that with a closely-knit group it is possible to promote an integrated subject matter program with a definite carry-over from one classroom to another.

Another item listed by students as being well liked was: The tendency of the junior college to develop academic initiative. This is possible largely as a result of the junior college's emphasis on the individual student. When an instructor can spend a great amount of time and effort on his students as individuals, it is only natural that he should find it possible to inspire a great deal of academic interest in his field, an academic interest which leads to student activity beyond the bounds of ordinary academic pursuits and kindles a spark of initiative which builds up as the student grows more mature.

"Small classes" appeared frequently on the questionnaires; it has been the philosophy of our junior college that the ideal number of students per class is from 10 to 20, with 20 as the absolute top, and with 15 as the probable ideal. Directly related to this issue is another student comment praising the junior college for a "more intensive and complete coverage of material." Where the class is deliberately limited

in size this is a natural outgrowth of the limitation.

"A close check on academic attainment" appeared on the list of comments. This is possible in the junior college because of the generally efficient functioning of the advisory system. In addition, at the DuBois Undergraduate Center, the policy of issuing grades indicating student progress every four weeks, with only the final grade serving as a permanent score on the student's record, is followed. At all times during the semester, therefore, the student is cognizant of his class standing. Finally, through small classes, the student is usually aware of his academic progress through comparison of his own performance with that of his fellow students.

The items listed here have been concerned largely with academic attainment. Naturally the social program and student activities were mentioned many times by students polled, but in our estimation this matter has been adequately covered in foregoing questions.

Some of the opinions expressed on the other side of this particular issue—the factors the student liked least about our college—have been incorporated into the main body of the report. Despite the generally excellent quality of student-faculty relationships, some criticism was received to the effect that perhaps the faculty interested itself too much in student affairs. This is always an obvious danger in a closely-knit organization. In line with the foregoing criticism is one concerned with the "typing" of students by the faculty as a whole; that is, once it has been decided that a student is of a certain calibre, it is sometimes difficult for that individual to rid himself of this classification. Again, in a small, well-

acquainted faculty, this is a danger often resulting from "shop talk" as a topic of conversation, with opinions being passed on. Still another related criticism came from a student who wrote that the guidance system "wrapper itself lovingly around the student's social as well as academic life."

Probably the item mentioned most in connection with this question, however, had to do with a previously-mentioned point—the difficulty a student experienced in effecting a smooth juncture between the second and third years of college. For those entering large colleges, there is sometimes a sudden and abrupt change in educational techniques. In the case of students entering smaller institutions this same handicap usually will not appear. Of course there are two sides to this particular issue. In some instances the close attention a student receives during his first two years of work will establish proper study habits and will equip him to pursue his academic work successfully during his last two years of college regardless of the type of instruction he may meet. In short, the junior college system should be able to promote an academic maturity which should not be subject to any great damage by any change of techniques, but judging by some of our replies we have at times failed in this endeavor.

#### General Conclusions

To sum up the results of our survey in one encompassing statement, it might be said that our self-investigation has, in general, served to satisfy us on the successful accomplishment of certain of our educational objectives, and conversely, to alert us to the danger of an inadequate performance in pursuance of other objectives in which successful attainment has been taken too

much for granted. We await with keen anticipation the resumption of a flourishing "normal" college program after the war in which we may attempt to profit fully from our glance into the mirror of student opinion.

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The municipal junior college has demonstrated that there is a place of usefulness for it in the educational scheme, and one much larger than has as yet been allowed to it in Texas, and larger also than it is now capable of filling, though there are among the twenty-two some which have attained to a high degree of excellence, in both their liberal arts and vocational training departments. The higher ambition which they seem to be manifesting is feasible, and they should be encouraged in seeking to attain to it. The long-range purpose should be, as doubtless it is, to make the freshman and sophomore courses in liberal arts studies the exclusive province of the junior colleges, restricting them to those levels. — Editorial in *Dallas (Texas) News*.

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The academy met the needs not met by the Latin grammar school, just as the junior college is meeting the needs not met by the university. The characteristics of the junior college are as follows: First, it serves a diversity of students; second, it maintains a flexible program; third, it is a local institution with a strongly practical bent.—Frank N. Freeman, University of California.

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Junior colleges have beckoned to business education and, in many instances, are developing business departments of outstanding merit.—L. L. Jones, in *Business Education World*.



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## Work As Education

W. ADELBERT REDFIELD

WORK IS THE vital juice of democracy; where physical labor is despised, democracy is not possible."<sup>1</sup> These words might have been taken to epitomize the idea underlying the new labor program adopted two years ago at Southern Union College, Alabama. In what we have perhaps immodestly labeled our "laboratory for democracy" we have attempted to deal with work as *education*, seeking to build wholesome attitudes toward and to inspire healthy participation in work for the sake of both the individual and the group as a whole.

Because ours is an institution which provides opportunity for young people to work a part of their expenses, student labor has had a prominent place in the total life of the college. It was not until the beginning of the 1942 term, however, that a departure was made from the traditional method of administering the labor program. The initial suggestions for a change were made by the students themselves. The policy now in operation emerged in response to a real need.

Profiting by recent emphases on "work experience" in the educational process, and borrowing something from the technique of the "work camp" idea, the new program endeavors to secure the maximum vocational, avocational, and character values from work. The whole idea is the result of a thorough study by students and faculty members

of the traditional student labor of the school, with the aim of making the work meaningful to the students and placing the labor program on an entirely democratic basis. The plan adopted has proved eminently successful.

For convenience, work has been divided into two categories, *basic* and *vocational*. *Basic* labor is made necessary by reason of persons living together under conditions approximating a *normal home*. In dormitory life this translates into the cleaning of halls and bathrooms, the serving of meals in the dining room, the washing of dishes, and other home duties. (Because the cooking of meals requires so much time it is classified as vocational labor.)

All basic work is on a voluntary basis. Committees representing faculty members and students who live in the dormitories divide the various tasks into individual jobs which are assigned to all dwelling on the campus. Most of the work is done under a system of rotation so that no one performs the same task continually. Students and faculty members living off the campus are assumed to have their own basic labor at home.

*Vocational* labor itself is of two kinds. The first is that created by the fact of the group being together in an educational institution. This work includes janitor service, library assistance, faculty assistance, and office work.

The second division of vocational labor includes a more varied list: the work in the kitchen; any summer labor in canning, preserving, and dehydrating

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<sup>1</sup> Quoted by permission from *World Without End* by Stoyan Pribichevich (Reynal & Hitchcock, New York, 1939), p. 299.



foods; and the operation of various industrial vocational projects, including broommaking, broiler raising, wood carving, dairying, and gardening. Operation of the last-named group of projects results in the creation of a product or the furnishing of a service which brings some financial return to help pay part of the cost of operation or to produce an actual profit.

To insure the maintenance of high standards, all vocational labor is supervised by members of the faculty. The supervisor has a relationship to the student which resembles that of a coach. Within each project as much responsibility as possible is put upon the students themselves. Original and creative suggestions are encouraged.

A feature of the general democratic procedure on the campus is the periodic joint student-faculty meetings to evaluate the total college program. Similar meetings are held from time to time throughout the year wherein students and faculty members meet together to analyze and study what has been accomplished in regard to the work program. Reports are given for each project and suggestions are made for improvement.

Originally it was planned that each of the remunerative projects would be organized in the framework of a producers' cooperative. Conditions rendered this inadvisable. However, since records are kept of expenditures (including scholarship credits allowed for student labor) and income, the whole group is informed in the joint meeting on labor regarding the margin of profit or loss in each project. This information has created more interest in the projects individually. The meetings themselves have the effect of building an *esprit de corps* within the whole campus family.

This department of the life of the college is directed by a joint labor committee made up of representatives of the faculty and the student body. This committee operates through a work coordinator who is responsible for seeing that the cooperative efforts of supervisors and students are yielding the finest results both in the labor program and in the lives of individuals.

In the spring of 1942 a grant of \$3,325 from the Alden Fund for Vocational Education made possible the establishment of several of the projects which have been mentioned. For more than a year the broiler raising plant was kept in operation at full capacity. Now the plant is used in producing eggs for a local hatchery. The purchase of four acres of excellent bottom land adjoining the campus increased the garden facilities of the college so that a real contribution has been made toward the national effort for increasing food-stuffs. A market has been found for all the brooms that have been produced. In the wood-carving department, pins and other artistic articles have been finished and sold.

As far as possible, assignments of vocational labor are made according to the choice of the students, but the right is reserved to make assignments to second and third choices if necessary. It is a policy to try to give as many different kinds of vocational experience as possible. No type of labor is exalted—it gives one as much status to sweep floors as to do typing or other "white collar" work.

Experience has shown that the new work program is educationally sound and vocationally valuable. Work in a common enterprise develops social values that cannot be learned from books. The dignity of labor tends to become part of the warp and woof of

life. In a community like this, the really successful person is the one whose labor is most carefully and skillfully done, whether the work be mere routine or something creative. So should it be in the daily experience outside of college.

The ultimate aim is more than merely furnishing a means to help the student exchange the capital of his labor in part payment of his college expenses, important as this may be. Persons are not merely preparing to live in the future, they are consciously living in a golden *now*. Perhaps this venture, and similar ones elsewhere, point out the need for a revision in the formula by which the college graduate in a democracy may be judged to be educated. Unless he is able to imbibe something of "the vital juice of democracy" as he drinks at the fountain of learning, he may be considered a partial illiterate.

### JUNIOR COLLEGE LIBRARIES

Extensive and detailed statistical data on libraries and library services in 351 junior colleges are included in the 105-page *College and University Library Statistics 1939-40* recently issued by the U. S. Office of Education. Information on book stock, circulation, hours open, staff, and finances are reported for each of the institutions by name. A few significant summaries are given below.

Number of books added during the year was 197,844, giving a total book stock of 2,744,274 volumes or an average of 7,818 for each junior college. The libraries of the four-year colleges and universities added during the year 2.8 books per student, the teachers colleges 2.2 books per student, and the junior colleges 1.8 books per student.

Circulation for home use was reported as 3,134,659 in the junior colleges, or an average of 8,931 per institution. Circulation of reserved books was 2,138,986, or an average of 6,094 per institution.

For the universities and colleges there is an average of one member of the library staff for each 173 students; for professional and technical schools the ratio is 1 to 167; for teachers colleges, 1 for 233; for normal schools, 1 for 184; for junior colleges, 1 for 202.

Funds totaling \$1,062,053 for the operation of junior college libraries were obtained in 1939-40 from the following sources: Institutional allocation, \$912,197; endowment and gifts, \$66,751; library fees, \$47,190; other sources, \$35,915.

The total amount spent per junior college student during the year was \$8.75, of which \$4.73 was for staff salaries, \$3.14 was for books, periodicals, and binding, and \$0.88 for other purposes.

A measure of library support frequently used is the ratio of library operating expenditures to total institutional costs for current expenses. For universities and colleges this ratio was 3.8 per cent; professional and technological schools, 2.3 per cent; teachers colleges, 4.7 per cent; normal schools, 4.2 per cent; and junior colleges, 4.3 per cent.

Libraries of fewer than 10,000 volumes were reported by 269 junior colleges; from 10,000 to 24,999 volumes by 65 junior colleges; from 25,000 to 49,999 volumes by 8 junior colleges; and 104,000 volumes by one institution, Muskegon Junior College, Michigan.

Only 114 junior college libraries report more than one staff member. Of these, 94 have two or three staff members; 18 have from 4 to 10; and two have from 11 to 20.

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## Teaching Philosophy in the Junior College

ORVIL F. MYERS

THIS IS a partial and preliminary report of the Committee on the Teaching of Philosophy in the Junior College. The statements which are presented here are brief and made primarily for the purpose of making clear to the members of the Committee of the Philosophical Association, as well as to other readers, the viewpoint and background thought in the minds of the members of the Junior College Committee as they prepare the sections of the report which are specifically concerned with the problems of teaching philosophy in the junior college.

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ORVIL F. MYERS is chairman of the committee on the Teaching of Philosophy in the Junior College, which was appointed by President Harbeson of the American Association of Junior Colleges in January 1943. The committee works in cooperation with the Subcommittee on the Teaching of Philosophy of the Committee on the Role of Philosophy in Higher Education—a committee of the American Philosophical Association.

The Junior College Committee has undertaken the following five items of study as its task: (1) The place of the junior college in the present American educational scheme; (2) The general character of junior college education, with particular attention given to terminal education; (3) The objectives of junior college education; (4) Methods of teaching philosophy in the junior college, with primary emphasis on methods to be used in teaching terminal courses in philosophy; and, (5) A statement as to the content of philosophy courses to be offered in junior colleges, with primary consideration given to the development of terminal courses in philosophy. This preliminary report covers the first three items of this list.

The membership of the Junior College Committee, in addition to Mr. Myers, is as follows: Stephen R. Deane, Westbrook Junior College, Maine; Ralph W. Erickson, Hibbing Junior College, Minnesota; and Harry J. Ruja, Compton Junior College, California.

### *Place of the Junior College*

The junior college is a recently developed unit of American educational endeavor. The junior college movement, which started a little over a generation ago, has in the last 20 years been accelerated to such a degree that it is now recognized as the most significant advance in higher education that this, or any other nation, has witnessed in an equal period of time. The growth of the junior college has been so rapid and so widespread that educational authorities, not less than the laymen, have found difficulty in keeping up with it and in rendering a sound judgment as to its values and services as an institution.

The factors which brought about the development of the junior college were those naturally manifesting themselves in a constantly growing society which moved to ever increasing complexity. The major factors were the natural distribution of mental abilities, the law of supply and demand for educated persons, the economic conditions which made possible an increasing number of persons who could afford a measure of education beyond that supplied by the elementary and high schools of the nation, and the rise and increase of a number of occupations which came to be classed as "semiprofessional" in their nature and requirements. There has long been the feeling in America that the youth of the nation should be given higher education somewhat in proportion to individual natural ability and thus provide a higher cultural level for every occupation to the extent that the expenditure can be justified in terms of the needs of the community. This

is particularly true in regard to the matter of public education.

There has been a growing conviction that public education should be both cultural and practical in its value to the student. In recent years a growing need has been manifested for a form of schooling that would provide for those persons whose occupational, social and economic level brought them somewhat above the training available to the high school graduate, yet somewhat lower than that provided for the university graduate. The obvious development, in recent years, of a new level of occupations—the semiprofessions—has accentuated this demand for a differentiated type of education. With this new occupational development there has come a new social and cultural outlook as well. This defines the semiprofessional occupations, occupations which are approximately midway between the trades and the professions both in their nature and their requirements. These new occupations<sup>1</sup> require education and training above that available in the high school; yet they do not require the highly technical or scholarly training provided in the university. Some educators have called these occupations “terminal,” in keeping with the curricula which provides the training for them, but the term “semiprofessional” seems to have gained wider acceptance.

<sup>1</sup> The Census classification of semiprofessional occupations includes the following: Athletics and sports instructors, draftsmen, medical and dental assistants, photographers, radio and wireless workers and operators, religious workers, surveyors, technicians and laboratory assistants, and a large number of occupations found in business and industry including proprietors and managers, clerical workers, craftsmen and foremen. Typical semiprofessions for which curricula have been provided in the junior college may be found in Eells, W. C., *Present Status of Junior College Terminal Education*, Chapter VI.

Various educational studies have informed us of the fact that there has been a growing number of young people who could not properly pursue the full curriculum of the university but who, because of their occupational ambitions and cultural desires, did demand an education beyond that of high school. Many young people actually did attend a university for a period of time—from one to three years—in the hope that the study of a part of the university curriculum would meet their needs. Educators are in general agreement that students who drop out of the university before the completion of four years of study are not adequately prepared for the fullest occupational or social competency. The curricula of the university were not so designed or so organized as to give adequate training if interrupted at the end of sophomore or junior year. The university had rightly planned to attain another objective. The development of the junior college was an attempt to meet the needs of this group of young people, who were not permitted, for various reasons, to complete their work in the university.

Accordingly, the junior college was established for the purpose of maintaining a sense of dignity in the worker of the semiprofessional level, to give him the training that would enable him to maintain full competency in his chosen occupation and also to enable him to raise his level of social and cultural citizenship above that he would otherwise have.

For meeting this need various suggestions were made. Some sought to extend the high school upward; others wished to move the university downward. Both schemes have their difficulties—difficulties that are both educational and psychological in nature.



The business of the high school was primarily general, giving broad backgrounds and skill in the fundamentals. The business of the university was highly technical and scholarly; often, too, its aims were remote from immediate and practical needs. The growing differentiation increasingly manifesting itself in the occupations of the country clearly called for a middle group of workers between those of the trades and the professions, a group that has been designated as the "non-commissioned officers of industry." This in turn called for an education different from that provided for either in the high school or in the university. This middle group called for an education and a training as complete, as well-rounded, and as balanced as that provided by the professional training in the university; yet it must be completed in a shorter period of time and it must be of less intensive nature. Most junior colleges have decided upon a two-year period beyond the high school as the most desirable. This marks the field of the junior college as it exists today.

#### *Character of Junior College Education*

The junior college has been accepted and recognized as primarily a two-year educational institution<sup>2</sup> providing a differentiated educational program of higher education. From what has been said in the previous section of this report as to the place of the junior college and the needs of its students, it is evident that the character of its educa-

tion must be differentiated from both that of the high school and that of the university. The junior college does not, in its primary function, seek to duplicate the first two years of the university program, nor does it confine itself to a program of basic trade occupational training. Many junior colleges do, however, offer courses which duplicate the first two years of the university work. In some states this is a legal requirement. It is also necessary in order to offer such courses for those students who will later go to the university to complete their professional education. The primary function of the junior college is contained in its program of terminal education. A statement issued by the American Association of Junior Colleges will perhaps help to clarify the meaning of this type of education and also indicate the general character of junior college education as a whole. This statement is given in part only in this report.

1. The junior college, apart from any administrative details of organization, has come to be considered as a two-year institution, including within it the grade-years thirteen and fourteen.

2. The junior college marks the completion of schooling for a large proportion of young people. Less than one-third of the students enrolled in junior colleges subsequently enter higher educational institutions. Moreover, approximately one-half of the students enrolled in four-year colleges drop out of college by the end of the second year. In view of these facts, the junior college should offer curricula in the fields of general (cultural) education together with occupational training so organized that these curricula may be completed in a period of two years.

3. The curricula of the junior college should be so organized as to provide courses that will enable the student to gain competence in the social, personal, and civic areas of living as well as in the occupational area.

4. The junior college should offer courses and curricula that are adapted to the interests, ambitions, abilities, and levels of experience of the students with which it deals. Its offering should in no way be restricted by the existing patterns offered in existing institu-

<sup>2</sup> Whether the junior college will remain a two-year institution after the end of the war is a question impossible to answer at this time. The junior college is a flexible order, its program and organization has been held in a fluid condition. It has no rigid traditions to which it must adhere, it will adjust itself to whatever needs manifest themselves in the educational world when peace comes.



tions, either of the high school or of the university type.

By general agreement and by practice, it is believed that junior colleges should provide the following major types of curricula:

1. *Preparatory and pre-professional.* Curricula that duplicate the courses of the first two years of the university—both liberal arts and pre-professional. These are to be made available to any student who may have the qualifications and the desire to study such curricula, and who intend later to enter upon further study in the university.

2. *Occupational curricula of the terminal type.* Curricula which shall aim primarily at the development of occupational skills of the semiprofessional level together with the knowledge and general cultural background associated with such semiprofessional life patterns.

3. *General or cultural curricula of the terminal type.* Terminal curricula for the development of social, civic, and personal qualifications for citizenship, but which do not have specific occupational content. These curricula to be so organized as to be completed in a period of two years beyond the high school and without the expectation that they will be continued in any higher institution of learning.

It is seen from these statements that by "terminal curricula" is meant curricula of either occupational or cultural type, so designed and so organized that a well-balanced wholeness may be achieved through their study in a period of two years. These curricula, it is held, should be functional and practical in their relationship with life, yet so organized and so directed as to prepare for future competence in living and working as well as for present usefulness. This implies a program of education differentiated from the preparatory or lower division work of the university in subject-matter, in method of instruction, and in the nature of its objectives. It is also differentiated in a like manner from the educational program of the high school. There seems to be a growing conviction among junior college educators that all terminal

occupational curricula should include approximately 40 per cent subject-matter of general educational type. Some junior college educators seem to apply the term "terminal education" to curricula that are only of the occupational-training type. This, however, is not the prevailing use of the term. The term is more commonly applied to curricula that combine courses of the liberal arts and the occupational type.

### *Objectives of Junior College Education*

Additional clarity as to the character of junior college education and its place in the scheme of American education may perhaps be gained by reference to certain principles which seem to be useful in the construction of terminal curricula and terminal courses in the junior college. These principles, while given in the form of guiding principles in the development and organization of such curricula, at the same time express the educational objectives of junior college education. The term "curricula" is used in the widest possible meaning, including within it not only the program of studies for the development of certain attitudes and skills, but also the so-called extra-curriculum program offered in the junior college.

Because of the emergency of war, the objectives of the junior college have undergone some change. It is believed, however, that the following statement of principles expresses a commonly accepted core of aims sought by most junior colleges:

1. All curricula of the junior college, both terminal and pre-professional, are to be so planned and organized as to give all students the opportunity to achieve the following understandings and skill:

(a) An understanding of man's place in the world historically and contemporaneously. (This refers to the fields of the social sciences and philosophy.)

(b) An understanding of natural phenom-

ena and the means by which man attempts to control these phenomena. (The field of the natural sciences, including psychology.)

(c) An appreciation of the emotional and aesthetic satisfactions to be found in nature and through the various arts. (The fields of the humanities and the fine arts.)

(d) A knowledge of the tools which man requires in his thinking, his action, and his inquiry, including the development of a degree of skill in the use of these tools. (The fields of the languages, mathematics, and logic.)

2. All vocational and occupational education and training included in the terminal program of the junior college should seek to develop competency (a) in the practical knowledge, the principles of practice, and the general nature of the occupational field; and, (b) in a practicable and salable skill in this occupational field which will enable the student to enter and hold a position with capacity for improvement and promotion in this field.

3. All courses and curricula of the junior college are to be so organized as to provide students of capacity and sufficient understanding and training an opportunity for the development of creative activity and expression of initiative, in order to insure the future progress of the nation.

There are certain other guiding principles useful in the construction of junior college curricula and courses which do not express objectives so much as they manifest a prevailing practice. These, perhaps, will give additional understanding of the place and function of the junior college.

1. Terminal junior college courses, insofar as possible, should be designed in a manner to require no prerequisites and no following courses. Each course should be complete in itself. Wherever possible, courses should be one semester in length.

2. Terminal courses should be differentiated from those of both the high school and the university to conform to the philosophy of terminal junior college education, and to meet the requirements of students for adequate education and training in a period of two years.

3. All terminal courses should be so adjusted as to give full consideration to the abilities, the background of understanding, the experience, interests, and ambitions of the student. The content of the courses, the method of instruction, the level of understanding which is demanded, the course objectives sought, must be matched to these conditions. This statement calls attention to the fact that

junior college teaching is today recognized as a differentiated type of instruction which requires specialized training.

4. The textbooks for terminal courses should be specifically designed for junior college use. The choice of subject matter, its application to life situations, its functional approach, must be constantly in the thought of those that prepare such textbooks.

5. Terminal courses and curricula are to be organized and developed in the closest possible relationship with the living requirements of the present and future community (insofar as these are known) with respect to the social, civic, personal, appreciative, and occupational phases of human living. The nature of these requirements are to be learned through community surveys, industrial and business surveys, and through cooperative committees composed of key community persons and faculty personnel. All methods of research and inquiry are to be used to gain the knowledge that will insure the integration of courses and curricula with the demand of human living.

To some readers these principles and objectives will perhaps seem as applicable and as necessary to university and secondary education as to that of the junior college level. This is as it should be if American education is to be integrated and unified in purpose. The one distinction which these principles have when applied to the junior college is that these ends are to be accomplished in a period of two years of college education. This differentiates the program of education in the junior college to a marked degree. Such a program is not as broad or as technical as that of the university, nor does it aim at the achievement of technical scholarship. But the junior college does attempt, within its time allotment, to provide as effective and as well-balanced an offering as possible for those individuals whose interests and ambitions place them within the semi-professional area of occupations and living. This pattern of occupational differentiation is quite apparent in our present society, and it is for this group that the junior college has been developed.

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## Trades Training Program in a Rural State

KNOX M. BROOM

**A**FTER FOUR YEARS of concentrated effort, the Mississippi public junior colleges have developed a statewide plan for making trades training available to youth in the rural districts of Mississippi. The plan would distribute the trades training departments and equipment among public junior colleges in rural areas throughout the state, instead of concentrating them in the equivalent of two trade schools, thus breaking from the normal pattern for such training. The Mississippi State Legislature looks with favor upon the plan, and has doubled its appropriation for such work.

### *Historical Background*

Within the first 15 years of legal sanction, the Mississippi public junior colleges have established themselves in popular favor through approved and recognized services maintained within the means of the low income group. This was made possible by long-range planning, zoning the state for location and development of new junior colleges, cooperation between related agencies, and coordinated efforts through a central office at the state capital.

The basic law authorizing public junior colleges in Mississippi provided

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for upgraded vocational training in specific fields just as definitely as provision was made for achieving academic respectability among other institutions; but public opinion regarding the traditional value of academic credits restricted their development altogether too much to the pattern of the liberal arts colleges. Therefore, neither public opinion nor financial support would permit a more rapid development of the Service Trades Training Programs.

The lack of this type of instruction, other than in agriculture, home making, and business and commerce, does not mean that the junior colleges failed to recognize the expressed intent of the legislature in regard to trade services and upgraded vocational training—but such programs called for a capital outlay beyond their means, and for adjustments in the state plan for vocational education.

Industry has expanded rapidly, however, since these junior colleges were founded 15 years ago; the demand for trained employees has greatly increased; Federal agencies have sprung up to meet this demand when it was not met by the schools; and finally Pearl Harbor was attacked and we were in a World War without trained personnel for modern mechanized warfare. Then public opinion, including even school authorities, suddenly became aware of the need for trade services, and upgraded vocational training as a part of our public educational program.

In 1940 the Mississippi public junior colleges undertook to do something definite about this phase of their training program, on the basis of the following organized plan of procedure:

1. A brief on regional centers for upgraded and expanded vocational training was presented to the State Board for Vocational Education and approved, and the brief authorized to be presented to the National Legislative Committee of the American Vocational Association.

2. Representatives from the Mississippi public junior colleges attended the first summer laboratory ever held in this country exclusively for junior college teachers, held at Peabody College in the summer of 1940. This was followed by the first National Terminal Education Laboratory at Peabody College for junior college teachers in the summer of 1941. In all, representatives from Mississippi junior colleges have participated in five national terminal education laboratories.

3. The regular session of the Mississippi legislature of 1942 appropriated \$60,000 for the vocational programs in the public junior colleges. This stimulated an expansion of 65,000 square feet of additional shop space and an investment of \$357,000 in shops and equipment.

4. The National Youth Administration was abolished; its equipment was thrown into liquidation, and from this source the junior colleges acquired, on loan, trades training equipment valued at more than a quarter of a million dollars, with applications pending for approximately a quarter of a million dollars worth of additional equipment.

5. Reports from the Veterans and Civilian Rehabilitation Directors show that 80 per cent of their clients have had to be sent out of the state for training because of a lack of training facilities within the state. Sixty per cent of those who could not secure their training in Mississippi needed work of junior college level or below.

If the schools are to meet the obvious needs for trades training for the young men and women of the rural districts of the state, for veterans and rehabilitation clients, and for the vast army of industrial workers returning to civilian life from war plants, then some definite statewide plan for postwar adjustments and training is necessary in order to avoid expensive duplications and permit participation both in the training programs and in distribution of equipment on an equitable basis. The Mississippi public junior colleges, therefore, have agreed, in broad terms, upon a postwar plan.

Upon release on loan from the Federal government of the first major items of equipment it became apparent to the junior college men that an allocation of functions on a statewide basis and the distribution of these functions among the institutions were essential to any serviceable and equitable distribution of the equipment. Therefore, the public junior college presidents authorized their Commissioner, with the assistance of the State Supervisor of Trade and Industry, to canvass the need for trained employees; gather and analyze reports concerning the present holdings, interests, housing facilities, teaching staffs, geographic location, etc., of the various junior colleges; and submit back to them for approval recommendations concerning the allocation of functions on a statewide basis, the distribution of these functions among institutions, and a detailed distribution of available equipment on an equitable basis.

As a result of this study, the Commissioner submitted the following recommendations to the public junior college executives as a state pattern for officially initiating and developing general service shops, specific service trade training units, and special rehabilitation departments. *These recommendations were unanimously approved*, with instructions to distribute accordingly equipment acquired through Federal agencies.

### *Commissioner's Report*

In compliance with your instructions of February 28, 1944, authorizing the Commissioner of Junior Colleges, with the assistance of the State Supervisor of Trade and Industry Education, to prepare and submit for approval a proposed distribution of equipment, we submit herewith the following proposal:

1. The whole philosophy behind this proposed allocation of functions is based upon a statewide plan of services, open to out-of-school trainees as well as regular students,



through Specific Trades and Rehabilitation Training Programs, and is intended to fit, as nearly as can be determined, the expressed interests of the institutions and the needs of the area without regard to any particular area involved or personalities in charge.

2. The proposed allocation of functions is based upon the reported interests of each of the twelve public junior colleges and is intended to make available the equivalent of approximately two complete trade schools to the rural population, exclusive of municipalities, through the distribution of specific Trades Training Units among the several institutions, rather than the concentration of these trade schools in two centers, thus making it possible for each junior college to participate both in the training programs and in the distribution of equipment.

3. The allocation of functions is based upon the present training facilities of each institution, their expressed interests, housing facilities, instructors, and factual material concerning need for skilled employees in the several fields covered by the proposed training units.

4. Only casual reference is made to the three existing major departments of the present programs—agriculture, home making, and business and commerce. This report presupposes continued development of these departments in each institution, including increased emphasis in:

a. Agriculture—reforestation, soil erosion, land usage, field crops, pasture improvement, cold storage, canning, dehydration, beef and swine units, dairy, poultry.

b. Home making—dietitians, technicians, hotel and cafe managers, and designers, interior decorators, etc.

c. Business and commerce—doctor and dental assistants; retail and wholesale salesmen; transportation, communication, and marketing division heads.

5. This report assumes that each institution not only has improved but will continue to improve its General Shop situation for training purposes in connection with campus and community services, which will vary somewhat in each area according to needs. These general shops will have equipment in the following fields, differing in the degree of development, probably, in each department of each institution:

a. Woodworking—from a first-class wood-manufacturing training unit to the minimum necessary hand tools for service units—including building trades.

b. Engine mechanics—from a first-class aviation mechanics unit to necessary service equipment for filling station attendants—including auto mechanics, truck, tractor, farm equipment repair, etc.

c. Sheet metal—from a first class metal shop to the minimum equipment for campus and community service training—including air conditioning, etc.

d. Hot and cold metal—from a first class machine shop to minimum equipment and tools for campus and community service—including isolated manipulation of particular machines adapted to rehabilitation training.

e. Electrical work—from a first class electrical shop for motor winding, repair, etc., to minimum equipment for campus and community service training—including broadcasting, radio, and refrigeration.

6. The recommendation for the allocation of Specific Trade Training Units is in no way intended to restrict the development of local interests and demands through any of the general shop fields for approval of Specific Trade Training Units and/or Rehabilitation Training, but is definitely intended to channel the approval of any such interests as Specific Trade Training Shops, as herein allocated, through the same official sources and by similar procedure.

By Specific Trades Training Shops we mean shops that are fully equipped and staffed to meet requirements for approved courses according to trades standards of industry for those returning from military service and war industries, and those requiring rehabilitation.

The need for trained personnel in Mississippi justifies the following Specific Trade Training Units immediately.

1. One machine shop

2. One sheet metal shop

3. One wood manufacturing training unit.

Practically any school with woodworking equipment might justify any or all of the building trades

4. One aviation mechanics unit, instruments, etc.

5. Two auto mechanics training units

6. Two radio shops

7. Two or three electrical works, including motor winding, repair, refrigeration, and air conditioning

8. Business and commerce departments. Practically any school would find opportunity in this field with two or three developing departments in retail and wholesale selling, transportation, communication, marketing, etc.

9. Two diversified occupations programs

The proposed distribution of training units among the various institutions, if approved, would be on the distinct understanding that a sincere effort would be made on the part of each institution to develop and cause to function the specific training services undertaken, and that upon failure to do so they would release the equipment to some other center interested in the undertaking.

# Increased Expectation of Life

WALTER CROSBY EELLS

DOES THE INCREASED expectation of life characteristic of the twentieth century justify a longer period of education in preparation for that life? Four years ago, in a series of conferences throughout the country and subsequently in book form, the writer presented the following argument in favor of lengthening the normal period of general education to include the junior college period:<sup>1</sup>

Concern is expressed at times over the effect on the life of the nation of the different trends which have been outlined above—all tending to prolong the period of preparation prior to entrance into active employment and the duties and responsibilities of home life and citizenship. Is there not danger in unduly prolonging the period of adolescent preparation? With permanent employment postponed until the age of 20 or 21, marriage and the establishment of a home are often necessarily postponed two or three years longer. Some fear that the twentieth century lengthening of the period of preparation will be out of all proportion to the subsequent period of active realization.

This fear is not well founded. It ignores the other side of the picture, the lengthened span of life for the average citizen of America due to improved conditions of life and health in the twentieth century. During this period the average span of life for men has been increased from 48 to 61 years; for women even more, from 51 to 65.

This argument was criticized by some who heard it presented on the ground that this increased longevity was chiefly due to marked saving in infant mortality—that the span of life of the average high school graduate, the potential junior college student, had not increased appreciably.

The writer recognized that this criticism was legitimate, at least in part. The saving in infant mortality in the

last forty years has been extensive. He recognized that this would have an important influence on the total "expectation of life" as that term is used by the social statisticians, but he did not believe that it would account for all of it. Was it possible to separate increases due to improved infant mortality from increases in length of mature life?

Only in recent weeks has he been able to secure, through correspondence with Dr. Louis I. Dublin, statistician of the Metropolitan Life Insurance Company of New York, one of the best qualified men in this field, reliable data on the expectation of life of young men and young women, both white and Negro, *eighteen years of age*, in the general population at several selected periods from 1900 to 1941. Eighteen years, of course, is the typical age of entrance to the junior college.

The information kindly furnished by Dr. Dublin is as follows:

<i>Year or period</i>	<i>Male</i>	<i>Female</i>
<i>White</i>		
1941 .....	49.7	53.6
1940 .....	49.4	53.0
1930-39 .....	48.5	51.5
1929-31 .....	47.7	50.3
1920-29 .....	47.5	49.2
1919-21 .....	47.2	48.1
1909-11 .....	44.3	46.5
1901-10 .....	44.0	46.0
1900-02 .....	43.8	45.3
<i>Negro</i>		
1941 .....	41.7	44.3
1940 .....	41.2	43.3
1930-39 .....	39.6	41.4
1929-31 .....	37.4	38.6
1920-29 .....	38.2	38.3
1919-21 .....	39.6	38.3

WALTER CROSBY EELLS is Executive Secretary of the American Association of Junior Colleges.

<sup>1</sup> W. C. Eells and others, *Why Junior College Terminal Education?* Washington, D. C. 1941. Pp. 29-30.

1909-11 .....	34.7	37.4
1901-10 .....	35.0	37.3
1900-02 .....	36.3	38.0

These data, therefore, show that the fundamental argument advanced in the paragraphs quoted above is sound, although the differences in number of years for young men and young women who have reached the typical junior college age are not as great as there indicated. White young men of typical junior college age can look forward to about six years more of life ahead of them than could their fathers; their sisters can look forward to about eight years more of remaining life than could their mothers. For Negro youth the corresponding increases in life expectancy at junior college age are about the same, approximately seven years for both young men and young women.

On the average, then, young people today of junior college age have some seven years greater expectation of life than did their parents. Cannot these young people, in increasing numbers and under suitable guidance, properly plan to use at least two of these seven years, less than one third of their "extra time," in preparing more adequately for a richer and fuller life in a civilization which is far more intricate and complex than that which their parents knew?

#### PRIVATE JUNIOR COLLEGES

Eugene S. Farley, President of the Junior College Council of the Middle States, is author of a thoughtful article, "Do Junior Colleges Have a Future?" which was published in the University of Pennsylvania's *Educational Outlook* for May 1944. Following a discussion of the need for extension of publicly controlled junior colleges, Dr. Farley considers also the future of the privately controlled institutions, or, as they are

coming to be designated in some quarters, the "independent" institutions. The following quotation presents his judgment in this field:

This discussion of public support may seem to preclude the further development of independent junior colleges. It is not intended that it should do so, for these independent colleges will continue to render service so long as our present economic and social organizations are maintained. They will continue to attract students who must live away from home, or who wish a type of education not offered by local colleges. They will also introduce new practices and undertake constructive experiments. Their freedom from political domination permits greater variations than are feasible in a publicly controlled system. To some extent the freedom of independent colleges protects the freedom of public colleges. If independent colleges are backward they cease to exist; if they are "forward-looking" and progressive they challenge the public colleges by offering an alternative schooling to young people. Their importance will not be lessened even though, with increased enrollment in junior colleges, they serve only a small proportion of the total enrollment. The independent junior college can render a service fully as valuable as that rendered by the independent secondary school. It is likely that the growth of these independent colleges will be less rapid than the growth of publicly supported colleges, but their value and influence cannot be judged by their size.

The future of the junior college movement depends upon the same factors that will determine the fate of our entire civilization. A prolonged war will destroy the best men of this generation and will threaten the whole structure of our civilization. It is likely, however, that this war will cease before it fully destroys those who wage it. In the years that follow there will be need for education that encourages productive thinking; there will be need of specialized training for special fields; there will be need for an extension of education into adult life. There can be little doubt that this relatively new institution, the junior college, will adapt itself to new conditions and expand its services. If it does these things it will continue to grow and to prosper. It is possible for these colleges to render even a greater service. The future will be determined by the thinking of the people. It is imperative, therefore, that these colleges of the people challenge critical and constructive thinking in their students and their communities. If this is done, none of the problems that face us are insoluble.

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# The Instructor in the Guidance Program

EMMA I. MADCIFF

AS ONE SURVEYS the literature of guidance today one observes three emphases concerning the relation of the teacher to the guidance program. The first of these is in the direction of making guidance a distinct profession both in training and in the work done. Those who stress this point of view emphasize the fact that most instructors are not trained for the work of guidance and say that most faculty members do not have the time for guidance, anyway.

The second emphasis is on the very close relationship of the work of the instructor and that of the guidance personnel. Those who hold this view recognize the distinct functions of both the instructor and the guidance director but feel that the work of each necessarily dovetails into that of the other.

The third emphasis is that every effective instructor is doing some guidance. In the words of Arthur J. Jones,<sup>1</sup> "The best description of the teacher, then, is that he is the guide, the personal conductor, in the process of learning. The work of the teacher is primarily that of guidance." Again, E. G. Williamson has said,<sup>2</sup> "Prevention of problems by performing functions implied in effective teaching is one of the chief personnel functions of teachers."

It is this third point of view, namely, the guidance which of necessity must be included in effective teaching, which is the emphasis of this article.

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## *The Need of Guidance*

Anyone working with college students is aware of their need of guidance along many lines. This need is made impressive by a report of college student mortality as given in U. S. Office of Education *Bulletin* 1937, No. 11.<sup>3</sup> This report covers the results of a study of more than 15,000 students in 25 universities. The author reports that 44 per cent of the students who entered these 25 universities in 1931 and 1932 withdrew before receiving their degrees. Thirty-four per cent withdrew during the freshman year. Whatever the reasons, these withdrawals represent much waste of time and money. More important is the sense of failure being experienced by such a large percentage, nearly one-half, of college students. Of still greater significance for the purpose of this article is the fact that 18 per cent of the students of these universities left because of failure in their school work.

In a nationwide study<sup>4</sup> of more than 57,000 students who entered some 400 junior colleges as freshmen in 1937-38, it was found that only 60 per cent completed the freshman year and returned to the same institution as sophomores. Only 50 per cent graduated. Although we do not have the reasons for these

<sup>1</sup> A. J. Jones, *Principles of Guidance* (McGraw-Hill Book Co., New York, 1930), p. 26.

<sup>2</sup> E. G. Williamson, *How To Counsel Students* (McGraw-Hill Book Co., New York, 1939), p. 41.

<sup>3</sup> J. H. McNeely, *College Student Mortality*, Bulletin No. 11, 1937, Government Printing Office, Washington, D. C., pp. 104, 105.

<sup>4</sup> W. C. Eells, *Why Junior College Terminal Education?*, Terminal Education Monograph No. 3, American Association of Junior Colleges, Washington, D. C., 1941, p. 60.



withdrawals, the facts would indicate the need for guidance. To the extent that failure in college work is responsible for withdrawal of students from junior colleges, the instructors must furnish a large part of that guidance.

In a study of scholastic failures at Pfeiffer Junior College, it was found that in 1939-40, 22 per cent of all students enrolled failed in one or more courses. In 1940-41, 21 per cent had failures; in 1941-42, 17 per cent; in 1942-43, 18 per cent. These figures presented a challenge to the faculty.

#### *What Help Do Students Need?*

First, there are certain students who need the special guidance of the instructor. One thinks immediately of the superior student, who is perhaps the most neglected student at every educational level. He is the truly retarded student because he must so often mark time while waiting for other students to catch up to him. He must be guided in such methods and into such study that his ability and interest will be challenged. Then there is the inferior student who, if not too inferior, could make the grade with the kind of special help that the instructor can give. There is also the student whose ambition exceeds his ability. He, too, needs educational guidance in using the ability he has where it will count. In addition to these special needs, students of all levels of ability and ambition encounter difficulties which in many cases could be remedied with the help of the instructor.

The guidance counselor and instructors at Pfeiffer listed the following student difficulties in connection with classroom work: Poor reading both as to comprehension and speed, lack of knowledge of how to study, insufficient study for mastery, lack of motivation,

failure to grasp meaning of questions, inability to express themselves, inability to see relationships, failure to keep up with daily assignments, poor English background, carelessness with details, inaccuracy.

#### *What Can the Instructor Do?*

As one reads this list of difficulties one is immediately impressed with the responsibility of the faculty. Surely effective teaching would help the student overcome many of these handicaps. The first step in helping a student who is doing unsatisfactory academic work is to determine the cause of the difficulties. The instructor is in an especially advantageous position to do this. The instructor may observe the work of the student in the classroom, the frequency and type of his responses, the kind of preparation he makes, the consistency or lack of consistency in preparation, the kind of written reports he submits, a comparison of his oral and written work, his achievement on examinations, his ease or lack of it in recitation. The instructor is then in a position to indicate the nature of the difficulty. Soon the instructor comes to recognize certain symptoms of particular difficulties. As a further step in diagnosing, instructors may make wider use of diagnostic tests in their own fields. While there are many of these on the market, others may be worked out by the individual instructor.

The faculty members who listed the difficulties given above were asked what guidance techniques they were using, both in the classroom and outside the classroom. One will notice in the following list definite efforts to meet the specific needs as they were actually encountered. In connection with actual classroom work, advice was

given by the instructor of the course on how to study in that course. Junior college students frequently need help on how to take notes, how to plan their study, how to find source material. Sometimes students were shown how to find the answers to questions with open books. Suggestions on outlining were given. Special assignments for outside reports were made, giving the more difficult references to the superior students. Specific efforts to promote motivation were made, such as a modern application of a mathematical principle. Group analysis of problems resulted from a carefully planned discussion. Personal guidance was given in laboratory work. Notes and suggestions were made on papers that were handed in.

Outside the classroom, instructors in conferences with students were dealing directly with individual problems. In such conferences it is sometimes discovered that what looks like a scholastic problem is really an emotional one. Sometimes the instructor helps a student work out a time budget. Sometimes he outlines a program for the improvement of the student's work. Frequently it is a matter of stimulation of motivation.

### Conclusion

When one studies the problems which students face and the opportunity which the alert and sympathetic instructor has to help the student and thus prevent failure, one is certain that "The best description of the teacher, then, is that he is the guide, the personal conductor, in the process of learning." It is in such a conception of the instructor that we shall come to think with William Rainey Harper that<sup>5</sup>

"Every student should be treated as if he were the only student in the institution; as if the institution had been created to meet his case." What is perhaps more important, we shall have reduced the number of failures in the lives of young men and young women, and preserved to society their contributions which but for our guidance could not have been made.

### STUDENTS EXCHANGED

An interesting experiment in promoting interracial understanding took place last semester at Warren Wilson Junior College, for white students, and Barber-Scotia College, for Negro students. Both junior colleges are in North Carolina and are under the auspices of the Presbyterian Church in the U. S. A. For several days two young women from Barber-Scotia visited the Warren Wilson campus, participating in the classes and activities which were closely connected with their courses at Barber-Scotia. This was followed by a similar return visit of two young women from Warren Wilson to Barber-Scotia.

About the visits, the student newspaper at Barber-Scotia commented: "This experience was mutually worthwhile because the exchange was based on contributions and observations the participants could make, and the fostering of interracial understanding and fellowship which can be promoted between institutions of learning. On returning to the campus, our representatives gave reports in chapel of their experiences and observations." . . . President Bannerman of Warren Wilson Junior College reports that the competition at his institution was quite keen as to who should be selected to pay the return visit to Barber-Scotia.

<sup>5</sup> E. G. Williamson, *op. cit.*, p. 7.

## Worth Reading Again

In continuation of the selected list of articles in certain important fields which have been published in the *Junior College Journal* in the past fourteen years, there are listed below a selection of those in the fields of Student Activities and Philosophy.

### *Student Activities*

- "Activities of Junior College Transfers," L. C. Gilbert, I:418-26 (April 1931).
- "The Yearbook of the Junior College," Inez Frost, I:427-28 (April 1931).
- "Junior College Debating and Dramatics," Rolland Shackson, II:139-41 (Dec. 1931).
- "Phi Theta Kappa," Ruth Barnard, II:258-62 (Feb. 1932).
- "Phi Rho Pi: National Forensic Society," Rolland Shackson, II:336-39 (March 1932).
- "Educational Values of Sororities," Catherine Haugh, II:375-77 (April 1932).
- "Student Activities in Junior Colleges," R. D. Chadwick, III:87-89. (Nov. 1932).
- "National Junior College Fraternities," Ethlyn W. Hopkins and E. R. McGuire, III:134-37 (Dec. 1932).
- "The Administration of Student Activities," Alfred Christensen, III:138-40 (Dec. 1932).
- "Objectives of Junior College Debating," P. M. Larson, III:141-43 (Dec. 1932).
- "Student Activities in Public Junior Colleges," Alfred Christensen, III:251-54 (Feb. 1933).
- "Debating in Mississippi Junior Colleges," Ruth Boyd, IV:127-29 (Dec. 1933).
- "The Junior College Yearbook as an Asset," B. E. Ellis, VI:122-26 (Dec. 1935).
- "Out-of-Class Life at Stephens College," Merle Prunty, VII:64-69 (Nov. 1936).
- "Student Activity Fees in the Junior College," H. C. Peiffer, Jr., VII:255-56 (Feb. 1937).
- "Education Through Extra-Class Participations," Merle Prunty, VII:465-74 (May 1937).
- "The Case For a Junior College Union," Dona C. Boyle, VIII:177-78 (Jan. 1938).
- "A Junior College Dramatic Club," O. W. Robinson, VIII:252-53 (Feb. 1938).
- "Student Activities in Junior Colleges," T. C. Parr and Lulu E. Cummins, IX:241-42 (Feb. 1939).
- "Honor Societies in Junior Colleges," J. C. Miller, IX:534-40 (May 1939).

- "Michigan Junior College Debate League," H. C. Klingbeil, X:80-82 (Oct. 1939).
- "Junior College Plays in Michigan," H. C. Klingbeil, X:331-34 (Feb. 1940).
- "Junior College Sororities," A Symposium, X:562-74 (May 1940).
- "Student Activities at Harrison-Stone-Jackson," B. E. David, XI:385-86 (March 1941).
- "The Place of the Junior College Newspaper," J. L. Lounsbury, XII:81-84 (Oct. 1941).
- "No Faculty Sweaters Here," A. W. Smith, XII:146-49 (Nov. 1941).
- "Students Make Democracy Work," A. H. Proctor, XII:448-50 (April 1942).
- "The College Workbook Put to Work," Egbert Lubbers, XIII:89-92 (Oct. 1942).
- "A Junior College Goes Totalitarian," James Clarke, XIII:231-33 (Jan. 1943).
- "Student Activities Make Democracy Live," Catherine J. Robbins, XIII:379-80 (April 1943).
- "Student Leaders Speak Up," Otto Rhoades, XIV:300-04 (March 1944).

### *Philosophy*

- "Philosophy in the Semiprofessional Curricula," O. F. Myers, III:260-63 (Feb. 1933).
- "Place of Philosophy in the Junior College," E. A. Robinson, VI:238-41 (Feb. 1936).
- "Philosophy for Semiprofessional Students," O. F. Myers, VII:137-41 (Dec. 1936).
- "A Course in Philosophy in Junior Colleges," Salvatore Russo, VII:257-58 (Feb. 1937).
- "A Functional Approach to Philosophy," A. G. Fisk, VIII:72-76 (Nov. 1937).
- "Importance of Method in Teaching Philosophy," Ella C. Okern, VIII:134-38 (Dec. 1937).
- "Philosophy—An Extra-Curricular Activity," S. E. Hess, IX:80-83 (Nov. 1938).
- "Philosophy and the Junior College," F. S. Simoni, XI:86-89 (Oct. 1940).
- "Content and Methods in Philosophy," Harry Ruja, XII:334-36 (Feb. 1942).
- "Should Philosophy be Taught in Junior Colleges?" S. R. Deane, XII:454-56 (April 1942).
- "The Junior College and Reflective Courses," W. S. Kraemer, XIII:22-24 (Sept. 1942).
- "Vitalizing Philosophy in Junior College," C. L. Bane, XIV:71-75 (Oct. 1943).

## Reports and Discussion

### BOULDER RESOLUTIONS

At the Regional Conference on Terminal Education held at Boulder, Colorado, in August, the following recommendations and suggestions were adopted:

1. Approval and appreciation are expressed to the American Association of Junior Colleges and to the Commission on Terminal Education for the four-year study that has been made on terminal education, and to the General Education Board, for making that study possible.
2. All junior college administrators should see that their colleges are affiliated with the American Association of Junior Colleges.
3. All administrators should make certain that they are receiving and reading the reports and other literature from the American Association of Junior Colleges, the American Council on Education, the Veterans Administration, the National Council on Nursing, the American Vocational Association, the United States Office of Education, the regional accrediting agency, the state board for vocational education, and all other sources of valuable information on terminal education in the junior college.
4. Vigorous effort must be used to secure 100 per cent membership of the junior college faculty in the local, state, and national professional associations, and representation in the control of these organizations should be secured and utilized, to the end that education may be advanced and the junior college program be adequately understood by all.
5. Terminal vocational and technical curricula should be determined by the needs of the local area to be served and such a program forwarded through the organization and use of advisory committees representing all the interests involved.
6. While recognizing that it has been necessary during the war period to engage in narrow job training, renewed emphasis in the postwar period should be placed upon a broader program of terminal education providing social sensitivity and civic efficiency, as well as vocational proficiency.
7. Careful attention should be given to securing for junior colleges a reasonable

proportion of government surplus educational materials that will be needed in the postwar period for conducting an adequate program of terminal education. These materials include motion picture machines, sound recording devices, shop machinery and equipment, and many other items that will be available.

8. Junior college officials should cooperate with the Veterans Administration in simplifying procedure for administering the educational program of returning veterans.
9. The American Association of Junior Colleges and various other organizations should use every effort to see that Federal funds for education are channeled through and administered by the established state and local educational agencies inasmuch as a dual system of education in the United States is unnecessary and objectionable.
10. The junior colleges should solicit the cooperation of the teacher education institutions in providing an appropriately trained supply of teachers who are capable of participating in and contributing to an adequate program of terminal education.
11. The American Association of Junior Colleges should take steps toward affiliating with the National Education Association.

### IOWA STANDARDS

New standards for the accreditation of public junior colleges in Iowa have been adopted by the State Department of Public Instruction and the Committee on Secondary School and College Relations.

Prior to the school year 1927, standards for Iowa public junior colleges were set up by the Intercollegiate Standing Committee, which consisted of the registrar and one faculty member from each of the following state schools: Iowa State College, The State University of Iowa, and Iowa State Teachers College.

Since 1927, when a state law was passed placing the responsibility for



standards for junior colleges and their inspection upon the state superintendent of public instruction, the Intercollegiate Standing Committee and the department of public instruction have co-operated in establishing and maintaining the standards.

In 1941, the Intercollegiate Standing Committee requested that the department of public instruction assume full responsibility for standards and for the approval of teachers and courses, promising their continued support and cooperation in carrying on the work. This plan has been adopted. The Intercollegiate Standing Committee agreed to act as an advisory committee to the junior colleges in regard to their curricula, keeping the colleges fully informed regarding the credits that will be accepted toward the fulfillment of definite requirements for specific courses in these colleges.

By action of the Iowa State Board of Education in 1943, the Intercollegiate Standing Committee was replaced by the Committee on Secondary School and College Relations—a combination of the old Board on Secondary School Relations and the Intercollegiate Standing Committee.

Under the reorganization plan, a sub-committee composed of Registrar Marshall R. Beard of the Iowa State Teachers College and Dean Harry K. Newburn of the University of Iowa will carry on relations with the junior colleges—through the state department for the public junior colleges and directly with the non-public junior colleges.

The new standards cover the following features: Definition, junior college as a local institution, admission requirements, work offered, faculty, load of an instructor, standards of work, library, laboratory equipment, catalog and an-

nouncements, admission of high school students to junior college classes, extra-curricular activities, guidance and personnel services, and miscellaneous.

### NEW YORK REGENTS' PLAN

In his annual report as chairman of the Board of Higher Education of the City of New York, Ordway Tead discusses the plan of the State Board of Regents for the organization of institutes of junior college grade. Following is an extract from his report:

The other major phase of the Regents' report has to do with the development of Institutes of Applied Arts to be organized, built and maintained by the State at strategic points throughout the State. The proposal now carries with it a request for eleven such Institutes for New York City. Of these, seven are planned for administration and conduct under the supervision of the Board of Education; and these two-year post-high school Institutes would presumably offer general academic work as well as advanced trade school practice. The other four of these Institutes would be administered by the Board of Higher Education. Presumably one such Institute would be affiliated with each of our four colleges and would thus be located in four of the boroughs of the city under a dean reporting to the president of the college in that borough.

These Institutes bear a striking resemblance, in the educational policy which they propose, to the junior colleges which are more familiar in other parts of the country. In other words, they would be a two-year terminal college offering in which one-half of the work would be in liberal arts subjects and one-half in a variety of semi-professional and semi-technical vocational studies looking to occupations which are characteristically in demand in this locality. The plan calls for the entire support of these Institutes by the State but the Regents have proposed that the general trustee oversight of the four affiliated with the municipal colleges be allocated to our Board. Thus, under certain broad prescriptions as to their educational purpose, the Institutes would be given a substantial measure of autonomy to work out details of educational practice and to offer vocational courses suited to the special needs of New York City young people.

The State Legislature has already approved the proposal in principle by authorizing the

acceptance of sites for the Institutes and there is a strong presumption that the program will be under way in the next two or three years. If the State decides to extend its higher educational program in some such manner as this, it would surely be a prudent and effective development of our responsibilities to welcome the introduction of these Institutes and to affirm our willingness to add to our duties by their general oversight. Since this would achieve the adding of a two-year college educational opportunity for somewhere around 8,000 high school graduates, now unprovided for, this would represent a highly significant addition to the total collegiate resources of our city and one to be encouraged and welcomed.

### POSTWAR DEVELOPMENT

Frederick E. Bolton, Research Professor of Education in the University of Washington, is author of an article, "Suggestions for the Postwar Development of Junior Colleges," in the University's *College of Education Record*. Significant extracts are quoted below:

There is no other educational institution which has had such a phenomenal growth in the last two decades. This is an indication of the approval of the idea of the junior college as the people's college. . . .

Because of these community needs and desires and because of the flexibility of the junior colleges, these institutions will respond more readily than the old-line colleges with their traditional curricula. Many adjustments to meet postwar needs will be provided by the junior colleges. Judging from prewar trends and also from many activities reported from various junior colleges at present, the postwar junior college will present patterns quite different from the old-line academic college and even quite different from the junior colleges of a decade ago. They will not be all alike, but each one will have an individuality growing out of the demands of its community environment. This diversity will be an index of the vitality of the various institutions and also of this class of colleges as a whole. . . .

A widespread belief is that, in the immediate postwar years, there will be an unusual demand for junior colleges, especially of the technical and vocational type. . . .

The State of Washington has issued the invitation and the challenge to the junior colleges through the law of 1941. The funds provided at the time were meager, to be sure, but my prediction is that the State will be

generous if the communities do their part. The junior colleges in the State are inadequately housed and too meagerly equipped. The communities should show that they realize and appreciate the great value of having an institution of higher education at their doors. From a purely financial standpoint a college with 200 students is worth \$100,000 a year to any community. Though the educational and spiritual values cannot be measured in dollars and cents, the values are immeasurably greater.

Washington has recognized the strategic position of the junior colleges in vocational education. The statute enacted in 1941 which gave, for the first time, a legal basis for state financing of junior colleges, fixed the amount of state aid at \$75 annually per student in academic courses, and at \$100 annually per student in vocational courses. This places a very definite premium upon encouraging vocational courses. The legislators foresaw the need of state-aided vocational schools at the college level and recognized that there were then no such schools in the State.

If the communities and the faculties in the present junior colleges have vision and aggressiveness they can head off the establishment of a separate system of vocational colleges. Undoubtedly, if the present junior colleges give a good account of their stewardship the legislature will deal generously with them. The faculties should provide needed vocational courses and the local communities should provide adequate buildings, equipment and teaching staff. The state and the local communities should provide the funds for the staff. . . .

One of the great difficulties in the establishment and support of junior colleges has been the question of whether they are a part of the public school system or a part of higher educational institutions. Each state should settle that decisively and either classify them as public schools or as higher educational institutions. If they are public schools they should be financed jointly by the state and the local junior college districts in precisely the same way as elementary schools and high schools. If they belong with the higher educational institutions their maintenance should be secured on a state-wide basis the same as a state university or state college. In that case, they would be located by the state, and supported by the state, and not be dependent upon the local community.

A junior college is worth more to a city than a new factory or a big payroll.—E. H. Hudson, in *Mexia (Texas) News*.

## Junior College World

### Exceptional Record

The Canal Zone Junior College proudly reports the standing of its students on the mid-winter *Time* Current Affairs Test, as compared to the national results made available this summer by *Time*. Last March the test was given to 33 Canal Zone Junior College students on a volunteer basis. Results were as follows: High score, 94 (out of a possible 105); high quartile, 61.75; median, 42; low quartile, 31.75; low, 13. The same test was given to 2,723 college students in 63 colleges in the United States, including students in all four college years, and graduate students. The highest score reported for these students was 93; the lowest, 2. The average was 35.5. The figures indicate, therefore, that Canal Zone Junior College students did better than college students in the continental United States on the average, and that the highest score at the junior college, made by Thomas Orr, was higher than any college score in the United States.

### Upholstery and Poise

The Adult Center of San Mateo Junior College, California, offers 58 courses this semester for students to choose from. Some of the more unusual courses listed are upholstery, millinery construction and design, radio code, mothercraft, home gardening and landscaping, after-dinner speaking, and—a course which the ladies have stamped—posture, poise and carriage, taught by an instructor who has had successful experience in teaching the same course to stage and screen actresses.

### Minnesota Professors' Judgments

When the closing of Duluth Junior College was under consideration last spring, a number of educators wrote to the Duluth Board of Education advising against such action. Extracts from a number of these letters are given in the annual report of Dean Chadwick for the seventeenth year of the college, 1943-44.

Dean R. R. Shumway, of the University of Minnesota, wrote:

As far as I can see there is no institution outside of the junior college which is now prepared to serve this group. This is so because the junior college has a background of experience in doing these things, a flexible organization which permits it to meet such situations, and a lack of tradition which sometimes hampers development. It would, therefore, be a tragic mistake for a community to deprive itself of an educational instrument which will be extremely valuable later on.

Dean Wesley E. Peik, of the School of Education of the University, wrote:

Duluth should not discontinue its junior college. Junior colleges will stage a very remarkable comeback in enrollment after the war and will become perhaps the most rapidly growing part of public and independent education. Junior colleges should also participate now to develop general and vocational courses for returning veterans as evening and day school services to them. Duluth should not abandon its place in what will prove to be a forward-moving educational trend.

### Centenary's 75th Anniversary

On September 10, Centenary Junior College, Hackettstown, New Jersey, observed the 75th anniversary of the cornerstone laying of its first building. The day was featured by a union worship service in the college chapel, in which the three Protestant churches of Hackettstown participated, and by a special service of rededication at the

cornerstone. Two of the guests at the rededication services were present at the original cornerstone laying in 1869, one of them having celebrated her 101st birthday this summer.

### **New Junior College Planned**

Citizens of Rush County, Indiana, plan to open a Rush County Junior College at the close of the war. Contributions are now being solicited toward the cost of establishment and are being invested in war bonds for the duration. The proposal contemplates a coeducational junior college offering a two-year course in vocational and academic training, with special emphasis on agriculture. The proposed faculty would include four full-time instructors, supplemented by local county teachers and other experts in agriculture, home economics, industry, and trade. The educational needs of returning servicemen and of persons facing the problems of industrial reconversion are being kept in mind in making plans.

### **Scholarships for Moberly Women**

Two \$30 scholarships to women students of Moberly Junior College, Missouri, are being given by the Moberly Branch of the American Association of University Women, beginning this year. One scholarship will be given to a member of the junior class and one to a senior. Choice of the recipients is based upon scholarship, character, personality, and leadership.

### **Pasadena Faculty Authors**

Newly published is a 48-page illustrated booklet entitled "Frontiers—Chapters in Contemporary Science," by members of the physical science faculty of Pasadena Junior College, California. Edwin V. Van Amringe

edited the book, which was published by the Junior College Publications Committee. Among the subjects covered are synthetic rubber, nylon, California's steel, magnesium, new radionic developments, etc. Copies may be obtained without charge from the Consumer Information Center, 89 E. Colorado Street, Pasadena, California.

### **New Briarcliff Dean**

Maurice H. Crosby, formerly assistant professor of education at Smith College, has been appointed dean of Briarcliff Junior College, New York. Mr. Crosby, a graduate of Harvard College, received his M.A. at Teachers College, Columbia University, and the M.Ed. from the Harvard Graduate School of Education.

### **Waldorf Campaign**

Waldorf College, Iowa, is engaged in a financial campaign to raise \$150,000 for the improvement of library and laboratory facilities, for additional classrooms and dormitory rooms, and for the reconditioning of its buildings.

### **Baum on Sabbatical**

Dean Paul B. Baum of Colorado Woman's College is on sabbatical leave this year, completing the requirements for his Ph.D. degree at the University of Wisconsin. His dissertation will be based upon data growing out of the work of the personality department of the College.

### **In the Home Community**

In commenting editorially upon the educational provisions of the "GI Bill of Rights," the Muskegon (Michigan) *Chronicle* said in a recent issue:

Locally, it will mean that many veterans from the Muskegon area, possibly several hundred, may enter the local college when



they are mustered out. Additional education not only will prove a great advantage to the veterans, it also will provide time for them to become rehabilitated and accustomed to civilian life before having to plunge into the business of earning a living.

Junior colleges throughout the country will have an important place in this educational program sponsored by the federal government. Educators have been urging that more such colleges be established. The great advantage of the junior college locally is that it will offer two years of college work for the veterans without the necessity of their leaving their home community.

And being home with relatives and friends is going to play a mighty important part of the lives of these young men.

### **"Business Day" at Fullerton**

Fullerton Junior College, California, observes an annual "Business Day," sponsored by the Division of Business Education. "Business Day" was started some years ago to encourage appropriate business dress and to stress the importance of proper business attitudes. All students in the Division of Business Education come to school on the Day dressed not in their regular school clothes, but appropriately dressed for the various jobs for which they are preparing. A special business conference is held, with appropriate speakers and discussion leaders, and recognition is given to two outstanding sophomore students in business education, who are selected on the basis of scholarship, personal qualifications, business aptitude, and general ability.

### **Hillway Takes New Position**

Tyrus Hillway, for the past four years dean of the Evening College of Hillyer Junior College, Connecticut, has become Educational Coordinator of the Community Advisory Service Center at Bridgeport. The Center will provide information and counseling for returning servicemen and war workers.

### **Portrait for Armstrong**

A friend of Armstrong Junior College, Savannah, Georgia, recently commissioned the painting of a large oil portrait of the man principally responsible for the college's founding, Mayor Thomas Gamble of Savannah, and has presented it to the institution. The portrait, by an outstanding Savannah artist, now hangs in the foyer of the main college building, in recognition of Mayor Gamble's persevering efforts toward the establishment of the junior college and his continued interest and work in its behalf.

### **Gray Leaves Florida N. and I.**

Florida Normal and Industrial Institute, junior college for Negroes, lost its youthful president, Dr. William H. Gray, Jr., this fall to Florida A. and M. College. At 32 Dr. Gray is reputed to be the youngest land-grant college president in the country. Dr. Gray's administration at Florida Normal and Industrial Institute was featured by a marked increase in the financial support of the college, over \$40,000 having been raised from Negroes in Florida during last year.

### **North Central Commission**

R. D. Chadwick, dean of Duluth Junior College, Minnesota, has been re-elected for a three-year term as a member of the Commission on Colleges and Universities of the North Central Association.

### **Medal Awarded Cameron Dean**

Lt. Col. Clarence H. Breedlove, former dean of Cameron State Agricultural College, a junior college in Oklahoma, recently received the Legion of Merit for his work in developing a device which is a part of the scientific

technique used by Eighth Air Force Flying Fortresses and Liberators in dropping bombs on cloud-obscured targets in Germany.

The colonel received the award from General Doolittle, commanding general of the Eighth Air Force, with a citation which praised him for his "initiative, skill and foresight" and pointed out that his device had improved the effectiveness of bombing through clouds.

Colonel Breedlove, who has been serving in England for two years, is head of the chemical warfare section of the Eighth Air Force. Biggest part of his job is supervision of handling of all incendiary bombs dropped by Eighth Air Force bombers. His section devised a new method of loading incendiary bombs in the ships which was responsible for increasing the number of bombs which could be carried on each mission.

#### **Kimpton Succeeds Brumbaugh**

Lawrence A. Kimpton, former director of Deep Springs Junior College, California, became dean of students this fall at the University of Chicago. Dr. Kimpton succeeded Dr. A. J. Brumbaugh, who resigned the deanship at Chicago to become vice-president of the American Council on Education, Washington, D. C. In addition to his new duties, Dean Kimpton will continue to fulfill his responsibilities as chief administrative officer of a University of Chicago war project, on which he has served for over a year.

#### **Miss Engleman Resigns**

Miss Lois Engleman, librarian at Colby Junior College, New Hampshire, has resigned to accept a position as assistant librarian at Wellesley College. Miss Engleman worked for six

months in the Washington office of the Association in 1940 in compiling the material for *The Literature of Junior College Terminal Education*.

#### **New Position for Broom**

Knox M. Broom, for the past 16 years supervisor of public junior colleges in Mississippi, has been given leave of absence this year to act as director of the Training Division of the War Manpower Commission for Mississippi. His office will continue to be in Jackson, and he will give as much attention to junior college matters this year as his other duties permit. J. C. Windham is now serving as Supervisor of the Mississippi public junior colleges.

#### **Bartlesville Reopens**

Bartlesville Junior College, Oklahoma, which closed in January 1943 due to war-reduced enrollments, has reopened this fall, and is offering freshman courses. Maurice W. Taylor is principal.

#### **Contract Steps up Enrollment**

Tiffin University has experienced an increase in attendance during the past year of about 90 per cent, due to the influx of war secretarial trainees preparing for service at Patterson Field, Ohio. The contract with Tiffin calls for the training of 800 persons, and 300 of these had been trained by the end of 1943-44.

#### **McKenzie Returns**

Lieut. Col. John McKenzie recently resumed his duties as dean of Port Huron Junior College, Michigan, after three and a half years of active military duty. Colonel McKenzie will also serve as counselor for the St. Clair County Council of Veterans Affairs.

## From the Secretary's Desk

### Enrollments Are Going Up!

A distinct increase in enrollments in a majority of the junior colleges of the country is shown by an analysis of more than 300 reports received this fall from institutions in all parts of the United States. Accompanying the annual request for information for the new *Junior College Directory*, which was sent out the middle of September, was a question, "How does enrollment this fall compare with enrollment at the same time last fall?"

Replies were received from more than half of the country's junior colleges by October 3. Of these, 64 per cent, almost two-thirds, reported an increase in enrollment, 20 per cent reported "no change," and only 16 per cent, less than one-sixth, reported a decrease. Last year at about the same time 77 per cent of the institutions reported decreased enrollments. Following is a summary of changes reported.

	Number
Increase of 100% or more .....	11
90-99% .....	1
80-89% .....	1
70-79% .....	2
60-69% .....	4
50-59% .....	8
40-49% .....	13
30-39% .....	25
20-29% .....	33
10-19% .....	48
1-9% .....	47
	<hr/> 193
No change 0% .....	60
Decrease of 1-9% .....	14
10-19% .....	10
20-29% .....	12
30-39% .....	5
40-49% .....	3
50-59% .....	5
60-69% .....	1
	<hr/> 50
Total reporting on changes .....	303

A few of the comments accompanying the reports will be of interest:

The tide has turned.—California  
Largest freshman class in the history of the junior college.—Minnesota

More students were turned away than were accepted.—Virginia

The increase was unexpected, but welcome.—Georgia

It was necessary for us to turn away approximately 100 young women and approximately 25 young men because of a lack of dormitory rooms.—North Carolina

Could have been twice filled if we had had room accommodations.—Virginia

Filled to capacity. Largest number of applications ever.—New Hampshire

Things are looking fine, but not all too easy.—Indiana

### Men Are Coming Back Too

In the same request for information referred to above, junior colleges were also asked for a report on percentage of men in the student body this fall. Almost 200 coeducational institutions which replied up to October 3 reported a wide variation, from 0 per cent to as high as 80 per cent, but with a median of 26 per cent. Seventeen of them reported an enrollment of men of 50 per cent or over. Following is a summary of the replies received:

Percentage of men	Number of institutions
80-89% .....	1
70-79% .....	1
60-69% .....	3
50-59% .....	12
40-49% .....	20
30-39% .....	36
20-29% .....	60
10-19% .....	34
0-9% .....	26
	<hr/> 193

One western junior college for men reports with utter lack of statistical restraint that its student body this fall is

131 per cent men. Evidently the men are coming back!

### Veterans Advisory Committee

The Veterans Administration has formed an educational advisory committee to advise on major matters of policy connected with the administration of the educational features of the so-called GI Bill which provides for education of returning service men at government expense. The advisory committee consists of seven members. Arthur Andrews, president of Grand Rapids Junior College, Michigan, and a former president of the American Association of Junior Colleges, has been appointed as junior college representative on this important committee. The chairman is R. B. Stewart, Comptroller of Purdue University.

### Junior College Accounting Manual

After many unexpected but unavoidable delays, the manuscript of the *Junior College Accounting Manual* has been completed and was sent to press early in October. It will be a volume of about 175 pages. The author is Henry G. Badger of the U. S. Office of Education. The printers promise delivery of the completed volume, in spite of wartime restrictions and difficulties, before the end of the calendar year.

### Surplus Properties Committee

The Executive Secretary has been made a member of the newly organized Advisory Committee for the Utilization of Surplus Class E Aeronautical Equipment for Educational Purposes. Two meetings of the committee, composed of about a dozen men, were held with representatives of the War and Navy departments in Washington, Sep-

tember 19 and 21. A large amount of surplus aeronautical material is to be distributed to educational institutions by the Defense Plant Corporation.

### Correction

The September issue of the *Journal* carried a news item to the effect that Glendale Junior College, California, had abandoned the four-term plan this year and had returned to the two-semester system. Mr. B. H. Peterson, director of the junior college, informs us that this statement is not quite correct, however. Mr. Peterson explains, "Although our college will return primarily to a semester schedule there will still be certain courses offered on the ten-week term basis. We find that during the current year there are still some young men desirous of securing the maximum amount of college training prior to entering the armed services. For this reason Glendale Junior College planned and is continuing to meet the needs of this group of students."

### "It Is the Sine Qua Non"

"I cannot understand why more colleges do not have group subscriptions. To us, it is the *sine qua non*." Thus writes the dean of a midwestern public junior college. May there be many other junior college deans who feel that the *Journal* is indispensable for their faculty members—whether that feeling is expressed in Latin or in English!

### Field Work

The Executive Secretary spoke on junior colleges at the meeting of the College Field Recruiting Staff of the National Nursing Council for War Service in New York City, September 26.



## Judging the New Books

EDUCATIONAL POLICIES COMMISSION,  
*Education for All American Youth.*  
National Education Association,  
Washington, D. C., 1944. 421  
pages.

This volume is one of the most important publications which the Educational Policies Commission has produced in the nine years of its existence. The Commission is convinced that education in the United States has come to a parting of the ways. They claim that suitable education must be provided for *all* American youth. It will be provided they assert, either through the vigorous expansion and improvement of local and state systems of education, or through a federalized youth program operated and financed from Washington. The Commission strongly favors the first alternative.

The form of presentation is unique and stimulating. Two chapters are devoted to extracts from a history of education which is supposed to be written in 1965. More important than the refreshing form, however, is the meaty substance. The bulk of the volume describes three school systems as they are found to exist five years after the close of the present world war—in Farmville, a town of 1000 people; in American City, a city of 150,000; and in the state of Columbia.

Much space is devoted to detailed descriptions of the place and work of "community institutes" which in all but name are junior colleges. These are two-year institutions for students who have completed the standard high school and who wish education in vocational and civic lines. It is understood

that the authors selected one of the outstanding junior colleges which now has a well organized program of terminal education as a basis for a description of the typical community institute.

The bulk of the volume is devoted to a vivid and challenging presentation of the best curriculum and guidance practices. Only a small proportion deals with administration. Junior college faculties will find it a most stimulating volume to read and discuss with a view to improvement of procedures in their own institutions.

SCOTT THOMPSON, *The Teacher-Centered School.* Compton Junior College, Compton, California, 1943. 84 pages.

The author of this little volume has for many years been head of Compton Junior College. His point of view is well indicated by brief extracts from the Foreword:

This book has been given the title "The Teacher-Centered School" mainly for two reasons. In the first place, the writer desires to call attention to the present overpredominating emphasis in educational procedure upon the study of the child, his analysis, his psychology, and his reactions. . . . It is time for us to give greater consideration to the teacher we place in contact with youth, and not so much to the pupil who happens to be placed in contact with the teacher. . . . Secondly, the author would emphasize teacher leadership in the creation of habits of work, the spirit of industry, the desire for excellence, and clear discriminating thinking.

A few of the chapter titles are "The Unforgettable Teacher," "Personality and Educational Leadership," "Schooling and Educating," and "What is Education?" Junior college instructors should be helped by reading the entire contents of this little book but especial-

ly by the chapters on "A Philosophy for Teachers" and "The Great Challenge" with its concluding sentence, "Education must take a new direction, and the teachers of youth cannot escape their responsibilities."

HUNT, ERLING M., Editor, *Citizens for a New World*. National Council for the Social Studies, Washington, D. C., 1944. 186 pages.

This is a new publication in the field of postwar problems and international relations. Authors of the eight chapters included in the volume are recognized authorities in their respective fields. The last chapter contains helpful material for use by adult study groups and forums interested in discussing the vital problems of the coming peace.

RAYMOND W. PENCE, *Style Book in English*. Odyssey Press, New York, 1944. 545 pages.

This comprehensive handbook is a practical guide to the use of accurate, precise, and effective English. It will answer most if not all of the questions about usage, grammar, and the mechanics of writing that arise in a college course in English—and should be useful to the student long after he leaves college if he plans to do any further writing. In matters of usage the author has followed what is observed today in our best books and periodicals and has taken many of his illustrations from such sources. The arrangement of the material and the sound exposition of rules and practices make the book very useful for either study or reference. The chapter on "Writing Numbers" is particularly specific and helpful.

WILLIAM W. HOWELLS, *Mankind So Far*. Doubleday, Doran & Co., Inc., Garden City, N. Y., 1944. 319 pages.

The story of man in all the stages of his physical development is the theme of this book by an outstanding American anthropologist, a research associate of the American Museum of Natural History. Man's debt to his pre-mammalian ancestors and to the similar mammals that preceded him is told in fascinating detail. Not only is man's physical development described and analyzed, but the growth of his brain through the early historic types is discussed in detail. The development of the principal races of man is traced and profusely illustrated by diagrams and photographs.

During the present period of world struggle . . . the junior college should introduce strong terminal courses chiefly semester courses, to train men and women for doing the work of the world. These should be in the following fields: (1) Business; (2) Agriculture; (3) Mathematics; (4) Shop—use of tools of all types and care of tools; and (5) American History—a course based on biography, such as the American Statesmen series.—Merton E. Hill, Director of Admissions, University of California.

The educational ministry which junior colleges can supply gives great promise. It promises to demonstrate that the liberal arts, the creative arts, and the vocational arts in selected fields can be associated, and even in some cases be fused, to the great enrichment of the instruction, the course content, and the sense of vitality in the learning derived by the students.—Ordway Tead in *Harvard Educational Review*.

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